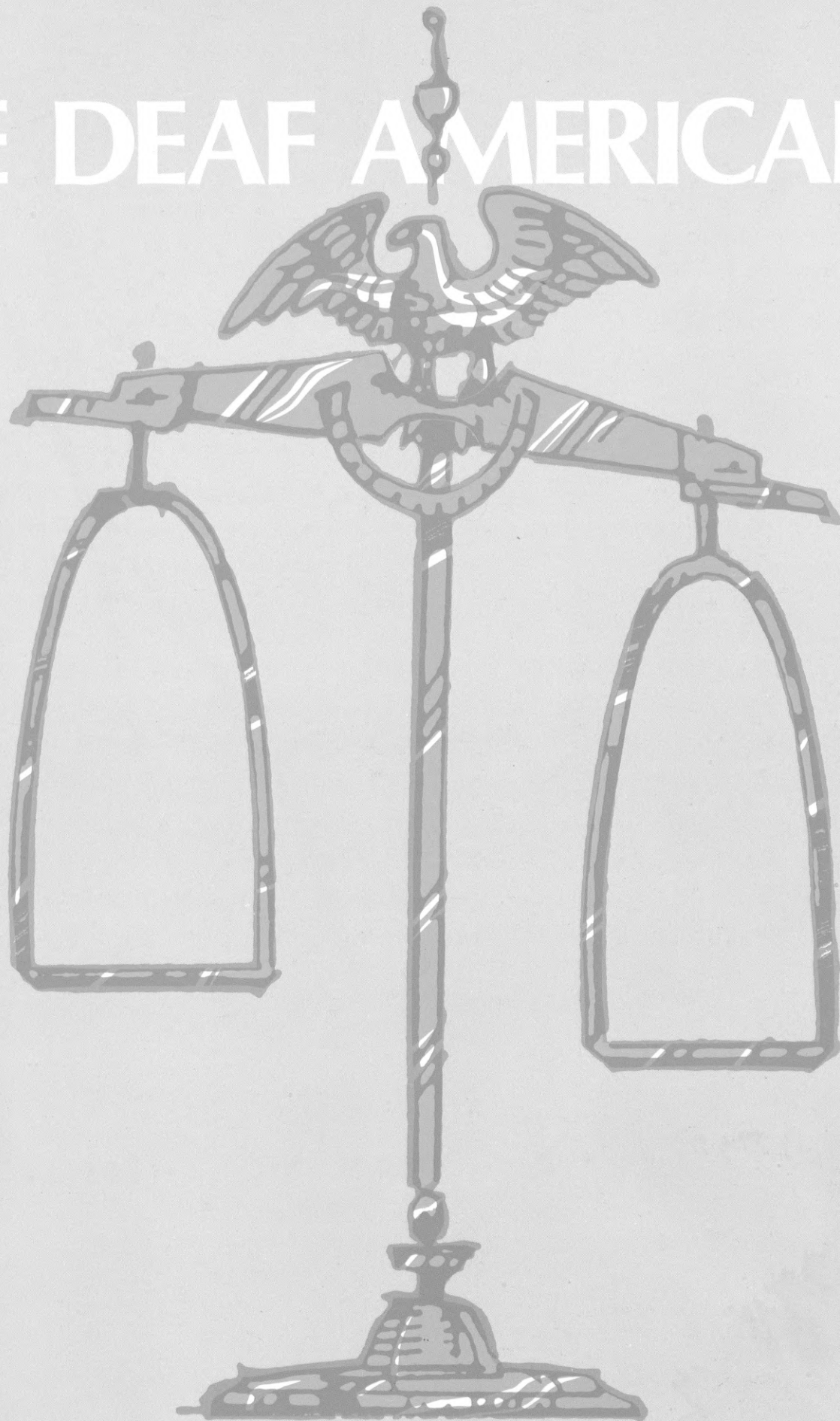


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THE DEAF AMERICAN

Vol. 35 No. 3

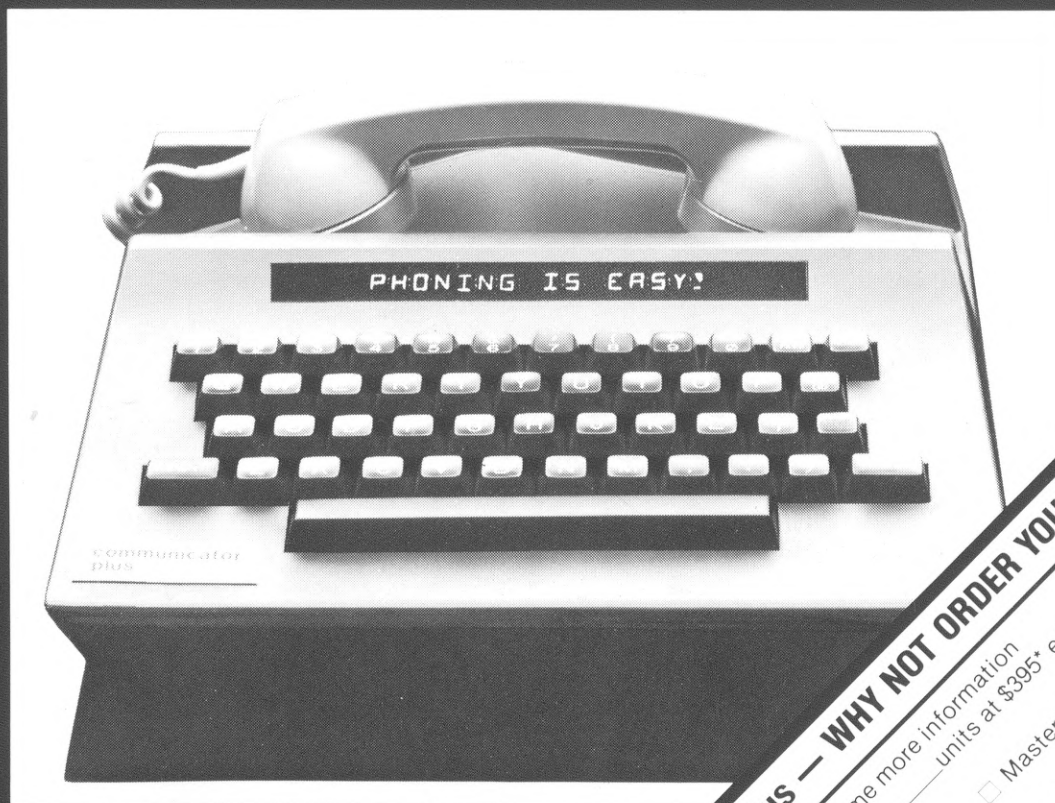
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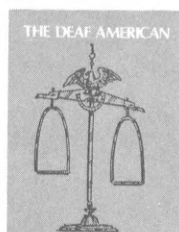
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THE DEAF AMERICAN

Vol. 35 No. 3 1982

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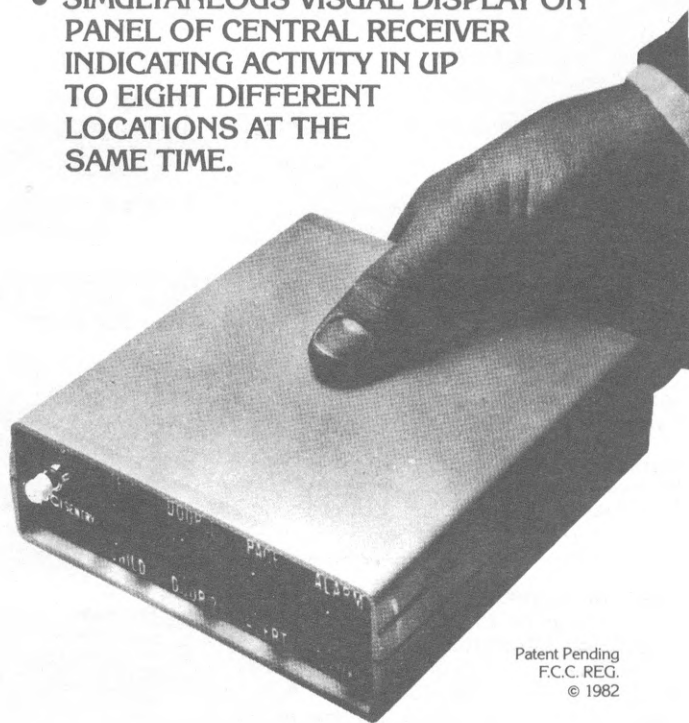
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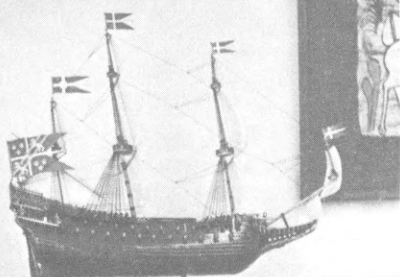
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ANNOUNCEMENT



The Executive Board of the National Association of the Deaf is pleased to announce that it will nominate **Dr. Yerker Andersson** for the presidency of and membership on the Bureau of the World Federation of the Deaf. An announcement and solicitation of support for his candidacy is being sent to all national associations of the deaf throughout the world prior to the IX Congress of the World Federation of the Deaf in Palermo, Italy on the Island of Sicily, June 28 - July 6, 1983, where the elections will be held. Dr. Andersson has been Vice-President of the WFD since 1975.

Yerker Andersson was born deaf. He is a native of Sweden and a graduate of the Manillaskolan (Elementary School for the Deaf) in Stockholm. He has a deaf brother who owns a printshop in Sweden. Following graduation Yerker became a dental technician. He was very active in the Stockholm Club of the Deaf serving as a board member, secretary and director of adult education.

As a young man Yerker cycled over much of Europe where he visited schools and clubs of the deaf and museums and studied different cultures. He has maintained this interest in deafness and deaf culture. He is currently chairman of the NAD's International Relations Committee and a regular reader of world periodicals of the deaf. (He is fluent in Swedish and English and also in Swedish, American and Gestuno sign languages. He can read Danish, Norwegian and French.) Since the 1950s when he resided in Sweden he has been a foreign news writer, and since 1969 he has held the position of Foreign News Editor of *The Deaf American*. He has been involved with the World Games for the Deaf as a tour guide and as an official interpreter. He has been a Gestuno interpreter at many international meetings on deafness. He maintains correspondence with individuals and organizations of the deaf throughout the world. He has compiled an up-to-date collection of names and addresses of clubs and organizations of the deaf for use by international travelers.

Professionally, Dr. Andersson is the third generation teacher in his family. He is currently Professor of Sociology at Gallaudet College. He was chairman of the Department of Sociology for six years and served one year as special assistant to the Dean of the College of Arts and Sciences. His wife, Nancy, is a teacher at the Model Secondary School for the Deaf in Washington, D.C.

Dr. Yerker Andersson is considered an expert on deafness. Because of his extensive background, broad knowledge and rare sensitivity to the cultures and needs of deaf people in other countries, the National Association of the Deaf considers Dr. Andersson highly qualified to be President of the World Federation of the Deaf. Through his leadership the NAD believes that Dr. Andersson will make the WFD more responsive to the needs of national associations of the deaf and organizations and professionals working with deaf people. Dr. Andersson wants to see deaf people re-establish pride in their heritage, and he is committed to promoting a closer working relationship between deaf and hearing persons to bring recognition to deaf people as a socio-cultural group and seek full citizenship for all deaf people.

The National Association of the Deaf solicits your support for his candidacy. **Let us work together to make this a better world for all deaf people! ■**

NATIONAL ASSOCIATION OF THE DEAF

T. Alan Hurwitz, *President*

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EUGENE BERGMAN:

DEAF SURVIVOR

World War II was a tragic time in history for all people, but most especially for Jews. Of Europe's eight and a half million Jews at the end of 1939 who had lived in countries later occupied by the Germans, only two and a half million were alive by the end of the war in 1945. Jews of Eugene Bergman's native land, Poland suffered the greatest loss: of the pre-war population of 3,300,000 Jews, only 100,000-150,000 were left by the war's end. This means that 95% of the total Jewish population of pre-war Poland were systematically hunted, rounded up, and destroyed by means of murder and starvation in the ghettos and in the labor camps of Europe. From 1941-1942 alone, the Nazis killed approximately three million Polish Jews. Eugene Bergman survived. This is the story of his youth.

by Ellen Beck



L to R: Eugene, (Mother) Sarah, (Brother) Brian

Born hearing in Posnan, Poland, in 1932, Bergman was the third and youngest son of a middle-class family. His father, Pesakh, owned two fabric stores, one in Posnan and the other in the city of Lodz. Bergman lived in a Jewish neighborhood in Poznan until 1939, where he attended public schools with both Jewish and non-Jewish children. Of this period in his life, Bergman remembers that the non-Jewish students often beat up the Jewish children, but he himself was never a victim.

On September 1st, 1939, the world

changed for this seven year old child. The Germans invaded Poland. Almost immediately, proclamations, decrees, and laws were implemented to rob the Jews of their belongings and to deny them all human rights. Among the first decrees issued were orders to isolate the Jews from small towns and villages and concentrate them in designated sections, called ghettos, in the largest cities of Poland.

The Bergmans were early victims of this policy. Within a month of the German invasion, the family lost their home and their business. They, along with the entire Jewish population, were expelled from Poznan. Lodz

was one city that the Germans had designated as a ghetto, and because the Bergmans had family connections there, they decided to move to Lodz.

Shortly after arriving in Lodz, Eugene, out for a walk one day, got in the way of a group of German soldiers herding Jews through the



Sarah Bergman, Eugene's mother, in 1946

street. One of the soldiers raised his rifle and clubbed the boy in the head. The next thing Bergman remembers is waking up in a hospital after five days in a coma. He saw people moving their mouths, but heard no sound. He was deaf.

After Bergman's recovery, the family moved to Warsaw where they lived in the non-Jewish section of the city until the Jewish ghetto was officially proclaimed in 1940 and all Jews forced inside under penalty of death. Bergman, his mother, and two brothers moved into a two room apartment thirty feet from the ghetto wall. His father Pesakh, had managed to obtain false identification papers which allowed him to continue living as a non-Jew on the other side of the ghetto walls. This proved vitally important to the Bergmans inside the ghetto, as they soon found out that the Germans were trying to starve the Jews in order to solve what they considered their Jewish problem.

Pesakh was able to smuggle food into the ghetto and in this way keep his family alive. Eugene recalls that "every week he came to visit us, bringing food which he also shared with the starving people in the ghetto." To understand the magnitude of starvation and related illnesses in the ghetto, statistics from the period of January to August, 1942, show that approximately 23,811 people out of a population of some 500,000 died during this eight month period. Also, it is important to remember that every time the elder Bergman entered the ghetto, bringing food, he was breaking the German law, and if caught, he would have been tortured and killed. For this reason, Pesakh Bergman was called a "guter mensh" by the people in the Warsaw Ghetto — a good man.

Eugene Bergman doesn't remem-



Left: Brian, Eugene's brother; center, Eugene; right, Boris Mordkowicz, a war-time Jewish partisan in Poland and family friend. This picture was taken in 1945 in the Zeilsheim Displaced Persons' Camp in Germany.

ber all the details of life in the Warsaw Ghetto, but surprisingly he says he didn't often feel fear. He credits this attitude to his mother, Sarah, who never complained or showed suffering or fear to her children. Bergman does remember happy times playing with other ghetto children in a park near his home. He also remembers that all day long the streets were always thronged with people, a not surprising recollection considering there were half a million people in the Warsaw Ghetto squeezed into an area of approximately 1 and 3/5 square miles.

On July 22, 1942, a horrifying date in the Ghetto's history, the Germans decided to deport the remainder of the Jewish population to the Treblinka Extermination Camp. Conditions in the Ghetto worsened from terrible

to catastrophic, and although no one knew anything except that they were being sent "for work in the East," there was enough mistrust of these "work orders" to convince Pesakh that it was time to remove his family from the Ghetto.

Bergman remembers that his father "sent a message hidden in a loaf of bread, telling us to get out. We bribed a German soldier and joined my father on the Aryan (non-Jewish) side." The Bergmans were fortunate to escape when they did, because from July 22 until October 3, 1942, 310,000

in the apartment except at night when he occasionally ventured a walk.

In April 1944, the family suffered the agony of watching the destruction of the Warsaw Ghetto from the relative safety of their apartment in Aryan Warsaw. Eugene remembers that "every night, for several weeks, the sky was illuminated by flames from the Warsaw Ghetto" where the 50,000 remaining Jews fought the Germans from April 19 - May 16, holding out one week longer than the entire Polish nation had done when the Nazis invaded Poland in 1939.



David, Eugene's oldest brother, in 1938. There is a story behind this picture. It was kept along with a few other photographs by the boys' Polish nanny and returned to Mrs. Bergman after the war. These photographs are the family's only prewar possessions to have survived the war.

Jews in the ghetto were deported to Treblinka where most were gassed, burned, starved or worked to death.

After their timely escape from Warsaw, the Bergman family moved to another ghetto in Poland, the Czestochowa Ghetto. By August, however, the Germans began deporting the Jewish inhabitants there also. Again the family escaped, this time by climbing over the ghetto wall at night. They moved back to Warsaw, where Pesakh obtained false papers for the entire family. These papers allowed the four members of the family who did not look Jewish to move freely about the city. One brother, David, however, did look Jewish and had to remain hidden

On August 1, 1944, the parameters of Eugene Bergman's life changed yet again when the Poles of Warsaw revolted against the Nazis. On this memorable day, Bergman was swimming alone in the Vistula River. Suddenly seized with cramps in both legs, he was near drowning when he was saved by a Polish boatman. The boatman quickly suspicious that the boy was Jewish, ordered Bergman to take his pants off to see if he was circumcised. The boy, terrified, couldn't so the boatman began removing the boy's pants. Bergman then told the boatman that he was deaf. This saved his life as the boatman took pity on the boy and let him go.

This traumatic day was far from over, for when Bergman stepped onto the quay to walk home he noticed swirls of dust rising at his feet. Thinking nothing of it, he continued walking. Seconds later he was confronted by a bearded man aiming a revolver at him. Belatedly, he realized that the dust had been caused by gun shots aimed at him because his deafness prevented him from hearing the man's shouts to stop.

After the necessary explanations were made, it was decided that Bergman would join the man's detachment of insurgents fighting the Nazis in the Powazki district of Warsaw. The Wola quarter, where Eugene's family lived, stayed occupied by the Germans throughout the uprising, so Eugene knew nothing of their fate.

Of this time in his life Eugene remembers sleeping in bombed out buildings and on the street. He ran errands and searched for food for his detachment. In this way 12 year old

Eugene survived 63 days of house to house street fighting between the Poles and the Germans, severe food and water shortages and almost continuous air and land bombardment.

The Poles fought valiantly, however, they were insufficiently armed, and in the end, starving, so on October 1, 1944, the Poles surrendered to the Germans. For his aid to the Poles, Eugene Bergman became a prisoner of war in early October.

Bergman was taken by freight car to the Lamsdorf POW camp in Silesia, a camp where mass graves were uncovered after the war. Bergman was once again lucky, for shortly after his arrival, he, along with 50 other boys, aged 10-16, were transferred to a civilian factory in Brochwitz, in Saxony. In Brochwitz, a German factory supervisor discovered that Bergman was Jewish, but humanely decided not to expose him. In May 1945, Eugene Bergman was liberated by the Russians.



Eugene and his wife Claire in 1978

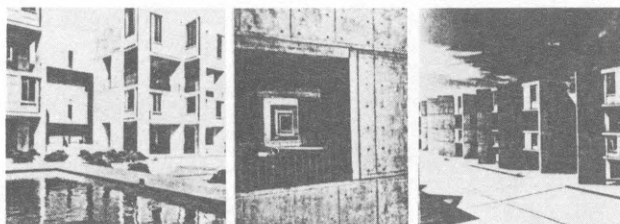
After the liberation, Bergman went back to Poland to find his family. Pesakh, and his oldest brother, David had disappeared. The surviving members of the Bergman family then moved to Germany, living in a displaced persons camp until 1947, when an uncle sponsored the family's trip to the United States.

There are elements of the miraculous in Eugene Bergman's survival. Deaf, he lived through a time when deaf people were targets for extermination by the Nazis for being, like the Jews, inferior. In fact, all 16 institutions for the deaf in Poland were "cleared out" by the Nazis during the war. Bergman survived. Against all odds he survived both being a Jew and being deaf.

Eugene Bergman today is not a bitter man. He is cheerful, self-confident, a bit cocky, much as he must have been as a child living through the Holocaust years in Europe. Deaf since seven, he is the master of five languages, and he is the first deaf person to have earned a Ph.D. in English.

Assistant professor of English at Gallaudet College, author of a book, *Art for the Deaf and Hearing Impaired*, co-author of a play, *Tales from a Clubroom*, and co-editor of an anthology of deaf related literature, *The Deaf Experience*, Eugene Bergman is a living example of all that a person can achieve and contribute to society, in spite of, or perhaps because of youthful deprivation and persecution. ■

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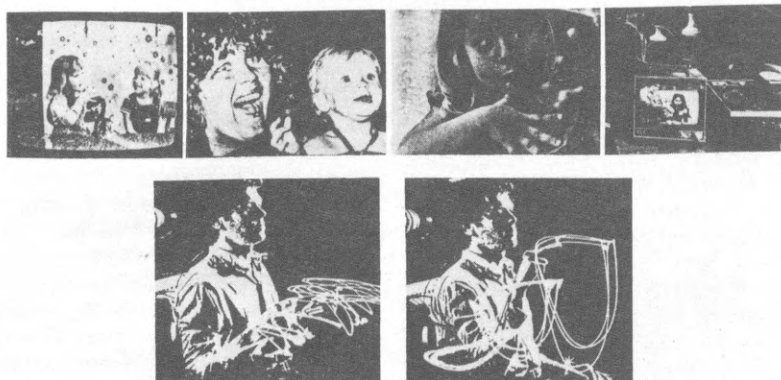
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A DAY OF CELEBRATION

by Ben Bahan and Don Bangs

Photo Credit: Frank Allen Paul

Top left: Marybeth Miller performs in "ASL Comedy Playhouse." Top right: Ella Mae Lentz, director of "ASL Comedy Playhouse" and Mel Carter, Emcee, "audition" Marybeth Miller. Bottom left: Marjoriebell Holcomb and Leo Jacobs present deaf folklore and storytelling. Bottom right: Paul Johnston in performance during "ASL Comedy Playhouse." Bottom center: Debbie Sonnenstrahl presents "The Ascent of Deaf Arts."

Art, theatre, Sign Language mastery, comedy and joy were all a part of Celebration '82—Berkeley California's contribution to deaf awareness! Seven hundred and fifty deaf and hearing people from northern California participated in this all day salute to deaf people and their culture. The program included lectures and workshops highlighting deaf contributions to the fine arts, the performing arts, folklore and storytelling, and an evening showcase of talented performers. Celebration '82 was the second of what is hoped will become an annual tradition.

It all started when Susan Rutherford, a lecturer on deaf studies at the University of California at Berkeley, and Jack Jason, director of the disabled students program, began discussing what Berkeley could contribute to Deaf Awareness Month, which is held every year during the month of May in California. During Deaf Awareness Month, many California organizations working with the deaf set up special presentations and workshops for the general deaf and hearing public. Ms. Rutherford wanted to develop an event at Berkeley that would not reflect the prevalent negative viewpoint of deaf people as persons with hearing impairments, speech disorders, communications problems and other "handicapping" viewpoints of deafness. Instead, Ms. Rutherford wanted to develop an event at Berkeley that would focus on the positive aspects of deaf people such as Sign Language artistry, heightened visual sensitivity, unique sense of culture and community, and other positive points of view.

Mr. Jason wanted an event that would be entertaining for people like his deaf parents and the many deaf people living in the bay area. From this meeting of minds and from many other meetings following, the concept of a celebration of deaf people and deaf culture evolved.

On May 16, 1981, deaf people from all over the bay area had an opportunity to meet many deaf and hearing artists including: Jeff Bravin, Charles Corey, Gilbert C. Eastman, Ed Holmes, Charles Jones, Igor Kolombatovic, Ella Mae Lentz, Joyce Lynch, Betty Miller, Mary Beth Miller, Audree Norton, Sam

Supalla, and Clayton Valli. Celebration '81 was a huge success and led to Celebration '82, exactly one year later, on May 15, 1982.

This year's program began with Celebration '82 producers, Susan Rutherford and Jack Jason, thanking all the volunteers who assisted in making the program possible. They then introduced Mel Carter, master of Ceremonies. Mel gave an amazingly energetic performance. He has the fantastic skill of being able to speak and sign in ASL at the same time. We asked around and found that hearing people had no trouble following him. So it was double your pleasure.

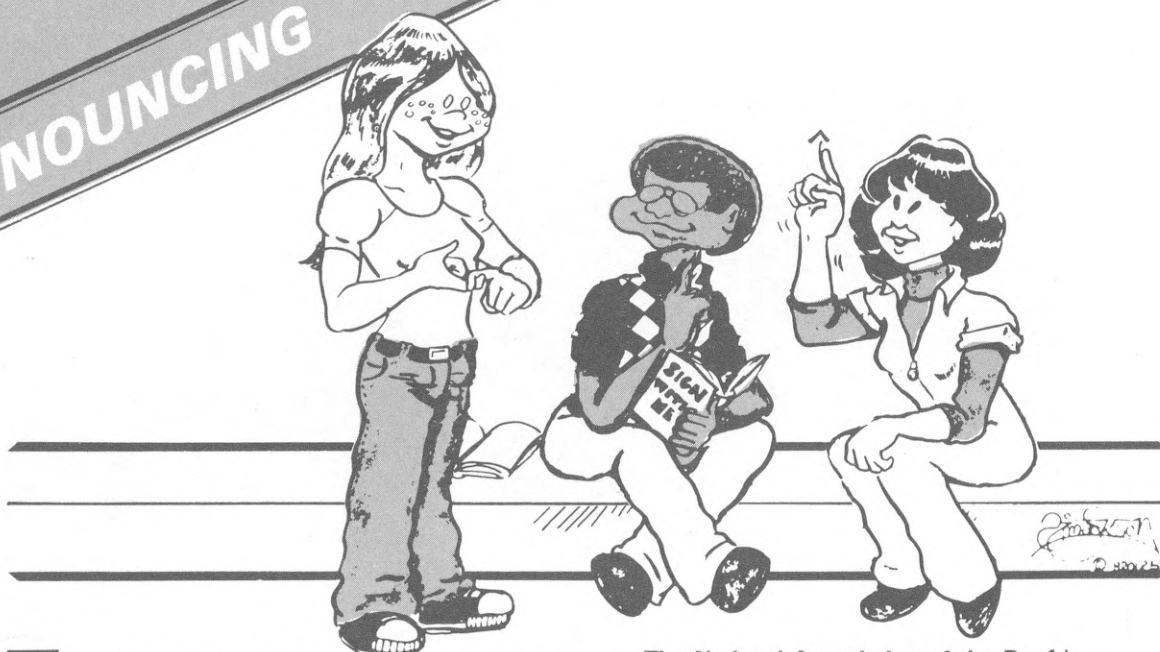
Mel introduced the keynote speaker for the program, Debbie Sonnenstrahl, who is director of the fine arts in education program at Gallaudet College and well known to her former students as a dynamic teacher of art history. Debbie brought up several interesting questions for the audience to think about, such as, whether deafness influences the work of deaf artists, and if there is such a thing as deaf art.

Debbie showed a number of slides and discussed deaf artists through history as well as noting some interesting facts about several artists and their work. Of special interest was her information about Granville Redmond, a deaf painter and film director; Theophilus d'Estrella, a deaf photographer; and Douglas Tilden, a deaf sculptor; all of them natives of the San Francisco bay area. Incidentally, a rare painting by Redmond and an extensive exhibit of photographs by d'Estrella were on display in the lobby outside the ballroom during Celebration week. Some of the more adventurous were able to see the many well known Tilden sculptures located in the bay area, including "The Indian and the Bear" at the California School for the Deaf at Fremont, and "The Mechanic" in downtown San Francisco.

After Debbie's fact filled and inspiring presentation, Mel came back to give her a big kiss. He then introduced the next speaker, Paul Johnson, who gave a presentation on the differences between deaf theater and Sign Language theater. Mr. Johnson explained that deaf theater has obviously deaf characters and

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ANNOUNCING



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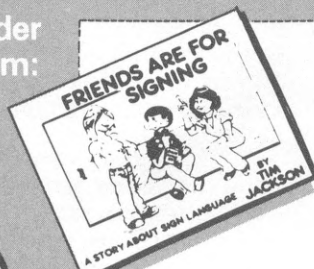
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makes use of situations which are a part of deaf culture. An example of this type of play would be the Hughes Memorial Theater production of *Tales from a Clubroom*, by Eugene Bergman and Bernard Bragg. The second type of theater, Sign Language theater, involves the artistic use of Sign Language in plays written for hearing people. The characters are neither deaf nor hearing, but simply characters who use Sign Language. The situations are developed from a written "hearing" play and translated into signed presentations.

After a short break, Susan Rutherford spoke to the audience about the importance of deaf folklore as an aspect of deaf culture. She introduced Marjoriebell Holcomb and Leo Jacobs, two well known educators from the Bay area who invited the audience to participate in a deaf folklore demonstration. Various people came onstage and presented school anecdotes, deaf jokes, ABC stories, and other examples of deaf folklore. Some examples were quite familiar to the audience, others were new and surprising, so the mix of elements was truly a "feast for the eyes."

After the folklore presentation, the audience could chose between two programs: a theater workshop demonstration developed by Mary Beth Miller, or a panel discussion conducted by three deaf visual artists, Betty Miller, Robert Roth, and Harry Williams. Mary Beth Miller had developed her workshop the day before Celebration with a group of deaf and hearing theater participants. The group came on stage and exhibited some of the work they had devised during the workshops. Meanwhile, in the adjoining room, the three deaf artists discussed and analyzed their art work which had been on display in a nearby gallery during the day program of Celebration. As part of the panel of deaf artists, Betty Miller said that some of the communication problems she experienced as a child were reflected in her painting. Robert Roth commented that his great love for automobiles, which he felt was part of deaf culture, influenced his art work. Harry Williams described how his feelings about being deaf influenced his art work, particularly as shown in several paintings of a violin.

With the conclusion of the theatre and deaf visual artists panel presentation, the audience broke for lunch. The afternoon programs were a continuation of the folklore, theater, and visual artists presentations. Mel Carter concluded the day program with a tremendous waving of "I love you's!"

The evening program, called the *ASL Comedy Hour*, showcased the talents of several deaf performing artists. The format for the showcase was an "audition" in the first act with the "director", Ella Lentz, asking each performer to give a demonstration of his/her skills, followed by a "real performance" which took place in the second act of the show. As an icebreaker for the "auditioning" actors and actresses, Ella performed a poem about deaf soldiers holding a fort and hearing outsiders trying to get in, as an analogy of the separation of deaf and hearing cultures.

Each "auditionee" gave a theater piece after being interviewed by Ella about their theater backgrounds. Paul Johnson gave his sign-mime version of a pinball which was especially enjoyed. The pinball, the springs, the bumpers, the flippers, and the player were all acted out in the story. As her "audition piece", Mary Beth Miller gave her classic imitation of a Boeing 747 airplane taking off. Lou Fant told the bedtime story "Goldilocks and The Three Bears" in slow, graceful signing. And Lil Quartermus did a complete Las Vegas stripper's number without removing a stitch of clothes, except for some startling underpants!

After the "auditions", Mel Carter as the "producer" and Ella announced that they would pick the performers for the second act. But they were interrupted by two hearing song "interpreters" played by Betsy Ford and Ed Holmes who were "late". They gave a song interpretation using a new Sign Language system called Bay Area Translating System Hearing Invented Today (BATSHIT). For their song they used a tape recorder that wailed words "feeling good" over and over again as Betsy and Ed interpreted each stanza with different systems ranging from SEE to Cued Speech to ASL to Morse code to Navy flags—there was even an oral interpretation with the help of some magnifying glasses to make the lips look larger. Although it was a hilariously zany act, the lighting director, Don Bangs, decided after "feeling good" number forty-three that enough was enough and started turning stage lights off right and left in order to get the crazed interpreters off the stage. To save face Ella announced: "Intermission!!!"

The second act was the actual performance of the work of the "auditionees" with Mel Carter playing the Master of Ceremonies. In this part of the program, Paul Johnson gave two excellent sign-mime pieces titled "What is Theatre" and "The Vikings." Lou Fant continued with some stories and Mary Beth performed three pieces: "The Creation," "Cooking School," and "The Garden of ASL." In another hilarious routine titled "Elephant Dance", Lou Fant, Paul Johnson, and Ed Holmes played graceful (?!!) ballerinas in cute pink ruffled tutus, while Jack Jason played a strangely well endowed male dancer. In another comedy routine, Mel Carter and Mary Beth sang a long opera about love and war, deaf style. The evening was concluded by some new pieces done by Mary Beth's theatre workshop group, including an unexpected theme, "Celebration" given to them by Mary Beth. All passed their "final examination" with flying colors.

And so the day ended and we all went home tired but inspired by the realization that deaf people have a lot to give as a cultural and artistic community. Especially at an event as celebrated as Celebration '82. ■

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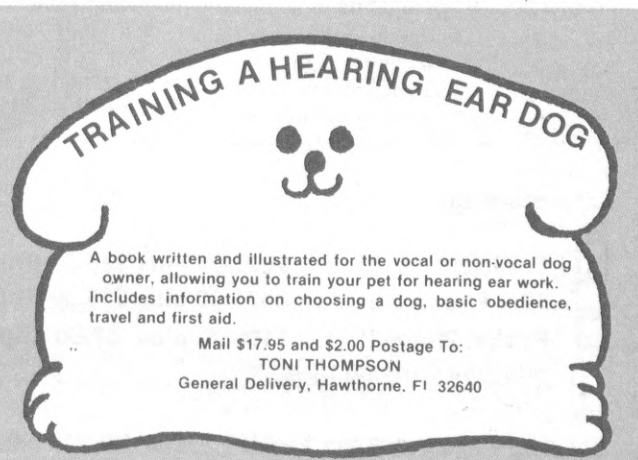
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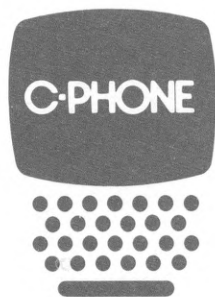
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COURT RULES SECTION 501 PROTECTS RIGHTS OF HANDICAPPED EXCEPTED SERVICE EMPLOYEES

by Larry Goldberg

On January 8, 1982, the United States Court of Appeals for the District of Columbia Circuit held that the federal government violated Section 501 of the Rehabilitation Act of 1973, by denying equal employment rights to handicapped excepted service employees. The case was filed by the National Association of the Deaf Legal Defense Fund (NADLDF) on behalf of Mr. Edward Shirey, a deaf excepted service federal employee, who was terminated in a reduction-in-force (RIF) in January, 1978. Solely because of his handicapped excepted service status, Mr. Shirey was not given the same rights as competitive service employees to find another job with his agency or anywhere in the federal government. The Court of Appeals rules that it is discriminatory to deny equal rights to handicapped individuals when they are equally qualified and performing the same work as non-handicapped competitive service employees.

Mr. Shirey was first hired as a computer systems analyst by Goddard Space Flight Center, part of the National Aeronautics and Space Administration (NASA), in August, 1973. He was hired as an excepted service employee under a special appointing authority for handicapped federal employees that establishes positions for severely physically handicapped individuals who: 1) Under a temporary appointment have demonstrated their ability to perform the duties satisfactorily; or 2) have been certified by counselors of State vocational rehabilitation agencies or the Veterans Administration as likely to succeed in the performance of the duties.

Mr. Shirey successfully completed his probationary period and received a promotion. He performed the same work as his non-handicapped fellow employees. For this work, he received positive recommendations from his supervisors.

The following events then occurred: In October 1977, NASA announced a reduction-in-force beginning January 20, 1978, which would abolish Mr.

Shirey's position along with 82 other positions at Goddard. Goddard employees who had been appointed to their positions through the competitive process had a number of job protection rights. They could "bump" employees with lower retention status from jobs that had not been abolished, and they received re-employment priority rights. Mr. Shirey had completely different—and inferior—job protection rights, because he had been "Excepted" from the competitive appointment process. Unlike other members of his work group, who were able to find other positions at Goddard, Mr. Shirey was separated from the agency. He sought other employment in the federal government, but was unable to obtain any for two years.

Mr. Shirey filed an administrative complaint with the Civil Service Commission (now the office of Personnel Management), which was then responsible for processing handicap discrimination complaints. New regulations have now transferred that authority to the Equal Employment Opportunity Commission (EEOC). Mr. Shirey was unsuccessful in this appeal. He then filed a law suit in federal district court, but it, too, ruled against Mr. Shirey. The District Court found that the handicapped excepted service was a voluntary, supplemental program, under which the federal government fulfilled its affirmative action responsibilities. The District Court held that the employees working under this program did not have to be provided all the rights which competitive service employees had. To do so, the District Court stated, would undermine the integrity of the competitive service system.

The rules applying to handicapped excepted service employees changed, but unfortunately, they changed after Mr. Shirey was terminated in the RIF. In March 1979, Executive Order 12125, an order signed by President Carter, went into effect, which allows handicapped excepted service employees to convert to the competitive

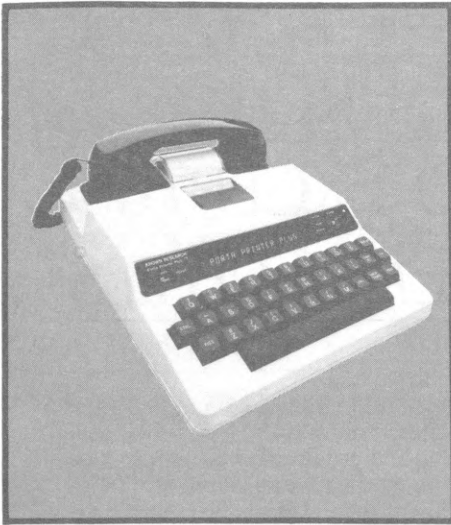
service upon completion of two years of satisfactory service. Upon their conversion, these employees would then be entitled to equal rights.

The question before the Court of Appeals was whether the previous policy, which denied equal rights to handicapped excepted service employees, like Mr. Shirey, was discriminatory in violation of Section 501 of the Rehabilitation Act.

The Court of Appeals stated:

The government program under which Mr. Shirey was hired predated the Rehabilitation Act, and for many years it was the most important element in federal efforts to hire the handicapped. But the Rehabilitation Act of 1973 represented a powerful congressional initiative which, to a large extent, eclipsed and supplanted the prior efforts of the civil service authorities. The following sections of this opinion demonstrate, however, that those authorities have been slow to alter their programs in response to the new law. As a result, the program under which Mr. Shirey was hired (and which governed the conditions of his employment) failed to meet all the requirements of the Rehabilitation Act.

In 1973 Congress mandated affirmative action for handicapped persons, not only in hiring but also in placement and advancement, throughout the federal government. And, although, the original Rehabilitation Act was silent on the matter, the 1978 Congress confirmed that the federal courts as well as civil service authorities should have a role in enforcing its affirmative action guarantee. Furthermore, Congress demonstrated that it perceived discrimination against the handicapped as fundamentally similar to other forms of discrimination—on the basis of race, sex, national origin, or religious belief—addressed in Title VII of the Civil Rights Act of 1964. At the outset nondiscrimination against the handicapped was perhaps seen as merely fair play and good federal policy, a recognition that the disabled had performed valuable services during the war and the handicapped veterans should have a role



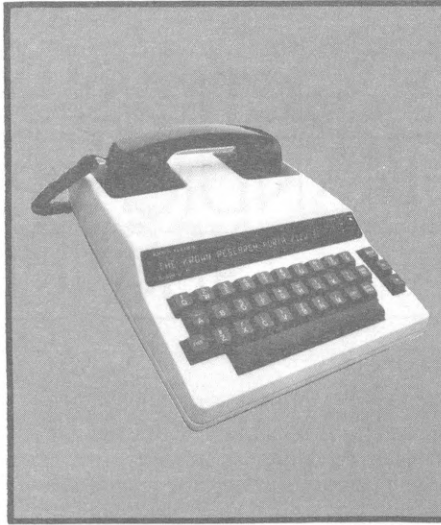
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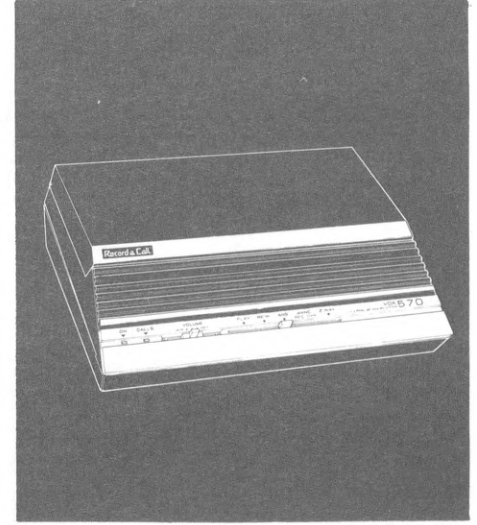
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in postwar society, but by 1978 Congress had made it clear that non-discrimination was an obligation, not a gratuity.

We need only decide the narrow questions whether Section 501 permitted NASA to permanently deny Mr. Shirey the job benefits afforded his co-workers solely because he had been hired under excepted service authority, four and a half years earlier, on account of the severity of his physical disability.

Categorical, permanent denial of equal status is fundamentally inconsistent with the plain meaning and the purpose of Section 501. Although, they are hardly terms of art, whatever "affirmative action" and "adequate opportunities" mean in the context of the Rehabilitation Act as a whole they mean at least that agencies may not discriminate on the basis of an employee's physical or mental disabilities without justification. The legislative history of Section 501 could not be more emphatic in identifying nondiscrimination as a crucial element in Section 501's affirmative action requirement:

The Committee emphasizes that the Federal Government must be an equal opportunity employer, and that this equal opportunity must apply fully to handicapped individuals. The Committee, therefore, expects the (Civil Service Commission) to ensure that there is no discrimination in employment for handicapped individuals with the Federal Government * * *

The Court of Appeals stated that the excepted service appointing authority was to be "used only for those individuals who are qualified to fill a certain civil service position, but whose disabilities would prevent accurate assessment of their skills by normal competitive appointment process." The Court of Appeals found that just because Mr. Shirey had an excepted service appointment, did not mean that he was less qualified for the job than competitive, non-handicapped applicants. The only reason he pursued an excepted appointment was because of discriminatory aspects of the competitive service. The choice was therefore not a voluntary one.

The Court of Appeals was disturbed by the fact that even though Mr. Shirey performed well in the same job as his competitive service co-workers, he was still denied equal rights, solely because of his disability.

The federal government tried to argue that if handicapped excepted service employees were granted full job benefits, the integrity of the civil

service system would be threatened. The Court of Appeals stated that full job benefits were only required after the handicapped excepted service employee proved his or her competence on the job. The Court of Appeals found proof that giving equal rights would not jeopardize the integrity of the civil service by looking at Executive order 12125, which provided for equal rights after two years on the job. This process was being carried out with no threat to the civil service system.

Thus, since the denial of equal rights was not related to the individual's qualifications, and had no other justifiable basis, the Court of Appeals found that it violated Section 501.

The Court of Appeals implied that the present policy under Executive Order 12125 was consistent with the non-discrimination provisions of Section 501. The Court of Appeals sent the case back to the District Court to determine whether Mr. Shirey would have obtained another job if he had equal reemployment and reinstatement rights.

Subsequent to the Court of Appeals decision, a notice was sent to all members of the class represented by Mr. Shirey, informing them of the

results of the case and asking whether they were injured by the government's discriminatory policy. No actionable claims were presented by these class members, all handicapped excepted service employees working at NASA.

Rather than having a trial in the District Court, as ordered by the Court of Appeals, both sides agreed to settle the case. This included an appropriate back pay award for Mr. Shirey, for lost salary after he was terminated from NASA.

Although the decision in this case was limited to the government's former policy regarding handicapped excepted service employees, prior to Executive Order 12125, it is still very important. The Court of Appeals stressed both the affirmative action and non-discrimination responsibilities of federal agencies under Section 501 of the Rehabilitation Act. It compared Section 501 to other civil rights statutes covering minorities and women and found that many of the same protections applied. This strong decision from the Court of Appeals will, therefore, be very useful in overcoming other denials of rights to disabled federal employees and in providing them the kinds of accommodations they need to perform their jobs effectively. ■

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AN ANALYSIS OF GOVERNMENT JOB STATUS FOR THE HEARING IMPAIRED

by David S. Birnbaum

Introduction

The difficulties associated with the successful integration of people with hearing impairments into a hearing world are enormous and multi-faceted. Often, they are also interdependent and regenerative; that is, there are commonalities that link them and they keep reinforcing each other and (systematically) increase.

From a sociological perspective, these problems hinder the smooth assimilation of deaf people into a hearing world, since the hearing impaired become painfully aware that their inability to communicate with the same facility and in the same manner as the hearing, precludes the possibility of genuine social homogeneity.

From an educational perspective, although there has been significant progress in melding the hearing impaired into hearing learning environments, it is still challenging and burdensome for deaf people to adapt and successfully survive. Good hearing aids and effective interpreters have eased the problem; increased attempts to popularize the use of Sign Language between hearing instructional staff members and deaf students have proven effective.

However, in spite of these corrective approaches, the basic problems associated with learning difficulties remain and are significant. The most effective educational vehicles appear to be schools such as Gallaudet College—effective because there is total dedication to the requirements of deaf students, and because there exists a structured learning setting that is acutely responsive to their needs.

From a psychological perspective, the problems are equally difficult to solve. Deaf people are often angry people—angry at their hearing peers; angry at their deaf peers; angry at themselves. The psychological and educational problems are interdependent, and contribute to heighten this anger.

Because of communication difficulties, deaf people often find it too tir-

ing, discouraging, and too frustrating to work at improving language comprehension. Such failure contributes to a feeling of defeatism that exemplifies a significant segment of the deaf population and leads to underachievement. It also serves to pervasively erode self-esteem and engenders distrust, animosity, and hostility toward the surrounding hearing world, and creates frustration beyond belief—frustration which is particularly obvious in the structured world such as the classroom and work settings.

Whether there are sociological, educational, or psychological implications, it is readily evident that deafness is tightly coupled to communication difficulties and, therefore, severely limits basic learning which is so critically dependent on communications. It is also apparent that there is no simple panacea available to eliminate the associative problems. As previously stated, lip reading is helpful; hearing aids provide a measure of assistance; and Sign Language is beneficial. However, none of these alternatives can substitute for hearing and the ability to communicate.

To effectively assimilate the hearing impaired people into a hearing world, it is imperative to treat them in a manner which provides them with opportunity for social and intellectual growth to the maximum extent practicable. From a practical plateau, the key to improvement lies in the inception and development of supportive mechanisms that facilitate communications.

Many studies have been performed that attempt to enhance the achievement of people with hearing impairment in a variety of employment settings with few significant suggestions and plans for improvement because of the complexity and interdependency of the social, psychological, intellectual, and pedagogical problems. The major forces that contribute to career and job underachievement for the hearing impaired include: the magnitude of the

handicap; the difficulty of the (handicapped) person to comprehend speech and, reciprocally, the difficulty to transmit coherent speech—a major contributor to the poor communication problem; the resistance that deaf people offer in terms of structured educational settings; and, finally, the lack of adequate support from the hearing world.

This paper offers the reader a quantitative survey of employment achievement for a broad spectrum of Federal Government personnel who are hearing impaired and a comparison of hearing impaired personnel with those who have vision impairments. It is interesting to note that although there is a great difference between people who comprise the hearing and the hearing impaired worlds, there is a very small difference between personnel with other handicaps and those who hear. Hearing impairment produces a greater deterrent to employment achievement than other handicaps to a significant extent.

It is hoped that the results will yield trend data that can serve as a fulcrum for the development of more responsive psychological, social, and educational training programs for hearing impaired people engaged in, or interested in obtaining, government employment.

Perhaps, more ambitiously, this study may also provide a constructive focus to the development of more orderly direction for all hard of hearing and deaf people in any type of work. With respect to government employment, it is earnestly hoped that this study will serve as an impetus for developing management strategies and effective leadership that is sympathetic to this handicap so that assimilation of deaf people into the surrounding hearing world can be materially accelerated.

Data used in this investigation was derived primarily from the U.S. Office of Personnel Management (OPM), Washington, D.C., ADP Division, Office of Management. The data base includes employees holding a GS rating

Table E. Handicap Status by

All Areas

Grade/Salary

	TOTAL EMPLOYEES	NOT IDENTIFIED	NOT AVAILABLE	UNSPECIFIED	NO HANDICAP	NO HANDICAP (PERCENT)	HANDICAP REPORTED	HANDICAP REPORTED (PERCENT)	EEOC SPEC. HANDICAPS	SPEECH IMPAIRMENTS TOTAL
TOTAL, ALL PAY PLAN	2,078,344	229,605	506	29,029	1,685,178		134,026		17,092	1,632
TOTAL, GS & EQUIV.	1,548,944	163,606	466	25,218	1,265,799		93,855		12,030	1,100
GS-01	9,281	367	1	180	8,364	.66	369	.39	206	5
GS-02	28,972	1,140	1	550	25,548	2.01	1,733	1.84	784	40
GS-03	107,940	5,193	—	1,210	95,365	7.5	6,172	6.57	1,791	98
GS-04	191,113	13,005	7	1,205	165,066	13.0	10,860	11.57	1,849	113
GS-05	204,850	18,471	17	1,459	172,644	13.7	12,059	12.84	1,432	143
GS-06	91,917	10,666	35	647	74,913	5.91	5,656	6.02	572	60
GS-07	141,832	16,609	27	1,829	115,289	9.1	8,078	8.60	1,041	93
GS-08	31,614	3,888	29	785	24,976	1.97	1,936	2.06	171	16
GS-09	162,442	19,136	59	2,149	130,062	10.27	11,036	11.75	1,060	108
GS-10	29,475	1,943	5	1,923	23,763	1.87	1,841	1.96	161	11
GS-11	165,430	18,830	45	2,828	132,499	10.46	11,228	11.96	1,024	118
GS-12	166,386	20,658	54	3,340	131,852	10.41	10,482	11.16	952	141
GS-13	116,758	17,021	81	3,122	89,854	7.09	6,680	7.11	548	89
GS-14	63,166	9,669	41	2,158	47,926	3.78	3,372	3.5	263	36
GS-15	34,094	5,551	7	1,169	25,159	1.98	2,208	2.3	162	29
GS-16	2,638	394	32	300	1,806	.14	106	.11	12	
GS-17	918	139	24	205	515	.04	35	.037	1	
GS-18	195	41	1	3	147	.0002	3	.003	1	
UNSP GS GRADE	123	5		66	51		1			

(or equivalent) from GS-01 to GS-18, as of December 31, 1979. Employee categories in the data base include:

- Employees with no handicap (population 1,265,799)
- Employees with a reported handicap (population 93,855)

For employees with hearing impairment:

- Hard of hearing (population 8,035)
- Deaf with understandable speech (population 561)
- Deaf without understandable speech (population 658)

The analysis follows:

Table F depicts the handicap status of permanent government employees by their educational and grade/salary levels. The tabulations provide population distributions for those with hearing impairment. Table G provides distributions for those with vision impairment. For the purpose of this analysis, although a cursory comparison will be made between the vision and hearing impaired, the primary thrust will be directed toward analyzing the problems associated with the hearing impaired. The charts further detail specific data for the hard of hearing, as well as those with more pro-

found deafness, including deaf people with and without understandable speech. Finally, the data that is presented has been prepared for a variety of educational levels as follows: employees with high school or less; high school (no college); college (less than a Bachelor's Degree); Bachelor's Degree (no graduate study); and graduate study.

Analysis of GS Grade Achievement

a. High School or Less

For hearing impaired workers with an educational level of high school or less, it is evident that:

- The hard of hearing peak between GS-05 and GS-08 (940 personnel out of a population of 2,397—39.2%), and show an aggregate population of 92.1% between GS-01 and GS-11; the deaf with understandable speech evince a peak population between GS-01 and GS-04 (124 personnel out of a population of 172—72%) and an overall aggregate population of 98.8% between GS-01 and GS-11; and the deaf without understandable speech portray a peak between GS-01 and GS-04 (228 per-

sonnel out of a total of 264—86.4%) and an overall aggregate population of 100% between GS-01 and GS-11.

- Although the data indicates an overall low achievement level for this minimal education category, a more severe governing constraint than education is the increased inability to communicate, presumably as a function of hearing loss severity. While there is some grade achievement for hard of hearing personnel beyond GS-11, there is almost no evidence of achievement for deaf categories (with and without understandable speech).
- For this educational level, those with vision impairment show an overall job achievement pattern similar to those with hearing impairment. However, there is a higher percentage of visually impaired beyond GS-11 than the hearing impaired. In general, hearing impairment, regardless of the severity, seems to impede advancement when compared to personnel with no hearing losses and/or the vision impaired.

Agency, Grade and Salary

Hearing Impairments

Vision Impairments

TOTAL	HARD OF HEARING	HARD OF HEARING (PERCENT)	DEAF	DEAF	DEAF	DEAF	TOTAL	NO SIDE VISION	UNABLE TO READ ORD. PRINT	BLIND ONE EYE	BLIND BOTH EYES
			w/UNDERSTAND SPEECH	w/UNDERSTAND SPEECH (PERCENT)	w/o UNDERSTAND SPEECH	w/c UNDERSTAND SPEECH (PERCENT)					
14,609	12,880		755		974		11,912	3,279	1,795	6,297	541
9,254	8,035		561		658		7,901	1,996	1,039	4,379	487
45	22	.27	8	1.4	15	2.2	37	18	5	11	3
296	166	2.06	45	8.02	85	12.91	175	80	24	55	16
971	609	7.57	136	24.24	226	34.34	537	218	88	187	44
1,195	920	11.45	112	19.96	163	24.77	958	323	151	394	90
1,067	937	11.66	74	13.19	56	8.51	1,051	320	164	520	47
484	450	5.6	20	3.5	14	1.12	466	109	80	239	38
754	688	8.5	33	5.8	33	5.01	773	177	127	369	100
155	149	1.8	3	.53	3	.45	146	37	23	85	1
1,015	942	11.72	47	8.3	26	3.95	864	201	110	503	50
153	150	1.86	3	.53	—	0.0	147	27	15	103	2
1,047	985	12.25	35	6.2	27	4.10	892	162	81	614	35
980	952	11.84	21	3.7	7	1.06	874	171	97	578	28
609	590	7.34	16	2.8	3	.45	536	88	40	389	19
291	286	3.55	5	.89		0.0	269	44	21	198	6
180	177	2.20	3	.53		0.0	163	18	13	125	7
9	9	.11		0.0		0.0	8	3		5	—
2	2	.02		0.0		0.0	5			4	1
1	1	.01		0.0		0.0					

A more detailed comparison within the group that has some degree of hearing impairment indicates a direct correlation between achievement and hearing loss severity beyond GS-11. Again, this indicates that hearing loss severity and attendant communication problems are of greater significance than education at this level. It must be understood, however, that both the hearing and vision impaired are very marginal achievers at this level of education.

Corroborative evidence of this is portrayed in Table F, which shows that for the total number of hearing impaired (2,883), 1,115 subjects achieved GS-01 to GS-04 status (39%); 995 subjects achieved GS-05 to GS-08 status (35%); and 532 subjects achieved GS-09 to GS-11 status (19%). Contrastingly, the vision impaired data in Table G indicates that of a population of 2,280, 761 subjects achieved GS-01 to GS-04 status (33%); 963 subjects achieved GS-05 to GS-09 status (42%); and 403 sub-

jects achieved GS-09 to GS-11 status (18%).

b. High School (No College)

Hearing impaired government personnel with an educational level of high school (no college) are very similar to the predecessor group. Specifically:

- The hard of hearing peak between GS-05 and GS-08 (361 personnel out of a population of 1,002—36.0%) with an aggregate population of 90.0% between GS-01 and GS-11; the deaf with understandable speech portray a peak population between GS-01 and GS-04 (46 personnel out of a population of 66—69.8%) with an overall aggregate population of 98.5% between GS-01 and GS-11; and the deaf without understandable speech have a peak population between GS-01 and GS-04 (82 personnel out of a population of 103—79.6%) with an overall aggregate population of 99.0% between GS-01 and GS-11.
- Again, there is significant evidence of grade achievement beyond GS-11 for the hard of hearing and virtually no evidence of grade

achievement beyond GS-11 for the deaf personnel, both with and without understandable speech. This clearly pinpoints that the severity of the hearing impairment far outweighs the deleterious consequences associated with moderate education.

- As in the prior educational category, those with vision impairment have an overall achievement profile similar to the hearing impaired, with a slightly higher percentage of vision impaired personnel beyond GS-11 as contrasted to the hearing impaired.

c. College (No Degree)

- It is interesting to note that some college training helps the hard of hearing at levels beyond GS-11. Specifically, 376 personnel achieved job status beyond GS-11, out of an aggregate population of 2,008 (18.72%). Contrastingly, only 5 personnel attained job status beyond GS-11, out of a population of 116 (4.31%) for the deaf with understandable speech and none achieved a grade status beyond GS-11 for the deaf without

understandable speech. Again, this clearly indicates that effective communication is a mandatory prerequisite for advancement of the hearing impaired and outweighs the significance of moderate educational background.

- For those analyzed with vision impairment, 303 out of a population of 2,291 achieved grade levels beyond GS-11 (13.2%)—actually less than the counterpart hard of hearing group, showing that a combination of some hearing/communications and moderate education produces incumbents that are quite competitive to the vision impaired. It is evident that the hard of hearing, who can effect better speech and communications than the deaf, benefit more significantly by increased education. However, it is sobering to note that education alone will not necessarily provide the profoundly deaf with the essential tools for advancement. Indeed, it seems to be of little significance for real achievement if deafness is considerable and communications are limited. A crucial challenge would be to explore mechanisms to enhance communications for the deaf in order to more maximally enable them to use education and academic training to facilitate their advancement and growth.

d. College (Bachelor's Degree)

The distribution of college graduates (Bachelor's Degree) shows a significant improvement in grade level for the hard of hearing and a slight improvement for the deaf, viz:

- For the hard of hearing, only 56 personnel of a sample of 1,071 achieved GS-01 to GS-04 status (5.2%); GS-05 to GS-08 levels showed a complement of 188 (17.6%); GS-09 to GS-11 includes 334 personnel (31.2%); GS-12 to GS-13, the peak personnel category, includes a population of 396 personnel (37.0%); and 97 incumbents (9.1%) achieved a grade level beyond GS-14. In contrast, the deaf, with and without understandable speech showed a population peak at GS-09 through GS-11, which represented improvement in status over personnel with similar difficulties and less education. However, there is no population beyond GS-13—corroborative evidence that hearing, communications, and speech are

significantly more crucial than education.

- Again, it is interesting to note that with a good educational background, the hard of hearing do as well or better than the vision impaired. Contrast, for example, the fact that 97 hard of hearing personnel out of a population of 1,071 (9.06%) achieved grade status beyond GS-13, while 92 vision impaired out of a population of 1,250 (7.36%) achieved analogous status.

3. Graduate Study

Graduate government employees with hearing and vision impairment fare significantly better than those with less academic training. Specifically:

- For the hard of hearing, the peak population occurs at the GS-12 to GS-13 level (527 personnel out of an aggregate population of 1,152—45.8%); the deaf with understandable speech also peak at the

GS-12 to GS-13 level (15 personnel out of an aggregate population of 47—31.9%); and the deaf without speech understanding peak at GS-09 to GS-11 (7 personnel out of an aggregate population of 16—43.8%).

This improvement in performance is hardly surprising, since graduate students are usually a highly selective group with generally superior latent intellect and a greater degree of motivation. To this extent, the data pinpoints the fact that superior education can contribute to achievement. Trend data for the different deaf categories, however, still shows that hearing and communications are the most predominant factors for success with respect to grade achievement.

- In general, the hard of hearing with good education fare as well or better than the counterpart vision im-

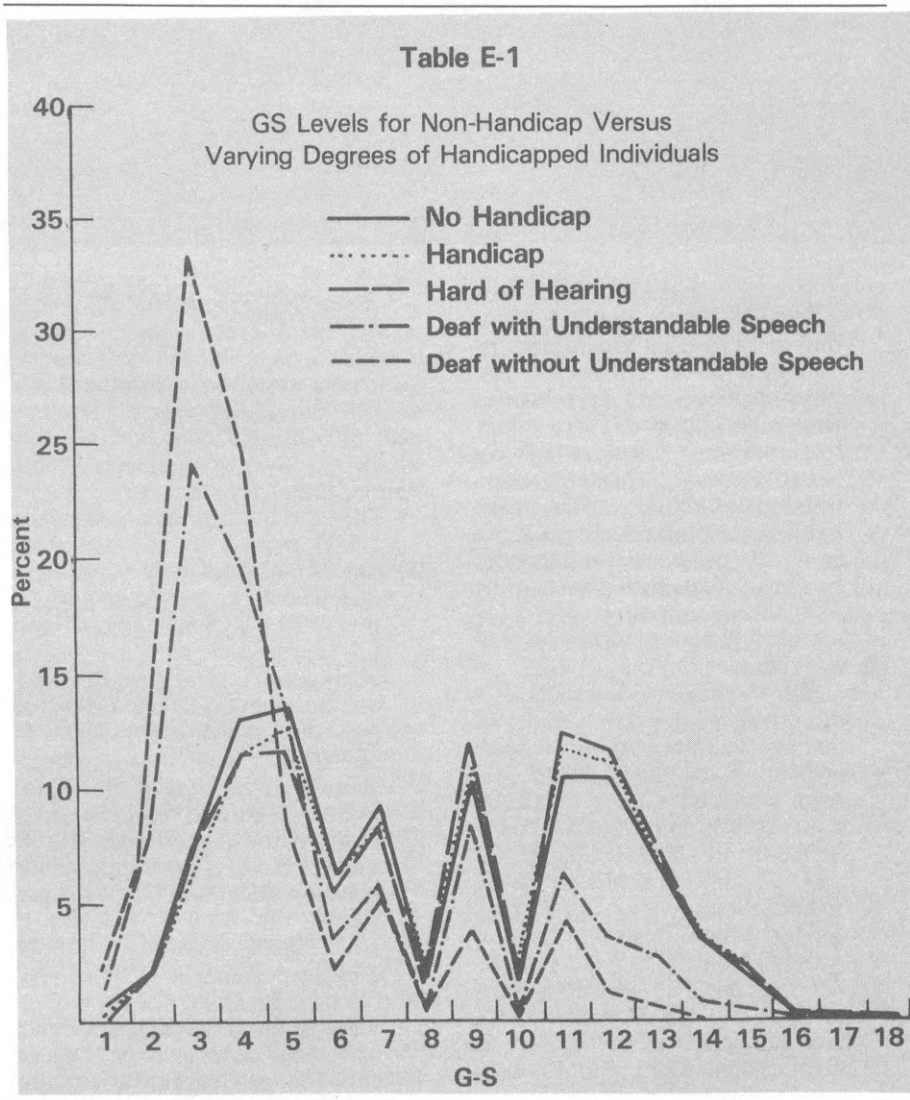


Table F. Grade Level of Handicapped and Nonhandicapped (Hard of Hearing, Deaf with Understandable Speech, Deaf without Understandable Speech) Employees by Educational Level

HIGH SCHOOL OR LESS

	Handicap Reported		No Handicap		Hard of Hearing Reported		Deaf w/Understandable Speech Reported		Deaf w/o Understandable Speech Reported	
	#	% in Pay Plan	#	% in Pay Plan	#	% in Pay Plan	#	% in Pay Plan	#	% in Pay Plan
Total General Schedule (GS)	27,604	100.0	360,761	100.0	2,397	100.0	172	100.0	264	100.0
GS 1-4	8,802	31.9	128,818	35.7	763	31.8	124	72.1	228	86.4
GS 5-8	11,437	41.4	148,421	41.1	940	39.2	27	15.7	28	10.6
GS 9-11	5,203	18.8	53,539	14.8	505	21.1	19	11.0	8	3.0
GS 12-13	1,847	6.7	23,109	6.4	157	6.6	2	1.2	0	—
GS 14-15	306	1.1	6,674	1.8	32	1.3	0	—	0	—
GS 16-18	0	—	37	*	0	—	0	—	0	—
Unspecified GS Grade	9	*	163	*	0	—	0	—	0	—

TRAINING BEYOND HIGH SCHOOL (NO COLLEGE)

Total General Schedule (GS)	11,668	100.0	121,930	100.0	1,002	100.0	66	100.0	103	100.0
GS 1-4	2,643	22.7	29,794	24.4	261	26.0	46	69.7	82	79.0
GS 5-8	4,372	37.5	48,874	40.1	361	36.0	16	24.2	14	13.6
GS 9-11	3,461	29.7	31,752	26.0	285	28.4	3	4.5	6	5.8
GS 12-13	1,061	9.1	9,838	8.1	89	8.9	1	1.5	1	.97
GS 14-15	118	1.0	1,526	1.3	5	.5	0	—	0	—
GS 16-18	2	*	14	*	0	—	0	—	0	—
Unspecified GS Grade	11	0.1	132	0.1	0	—	0	—	0	—

COLLEGE (LESS BACHELOR'S DEGREE)

Total General Schedule (GS)	24,076	100.0	303,596	100.0	2,008	100.0	116	100.0	122	100.0
GS 1-4	4,859	20.2	76,275	25.1	416	20.7	57	49.1	87	71.3
GS 5-8	8,162	33.9	110,654	36.4	608	30.3	37	31.9	28	23.0
GS 9-11	6,779	28.2	70,600	23.3	608	30.3	17	14.7	7	5.7
GS 12-13	3,632	15.1	37,683	12.4	326	16.2	4	3.4	0	—
GS 14-15	613	2.5	8,007	2.6	49	2.4	1	.86	0	—
GS 16-18	6	*	127	*	1	.05	0	—	0	—
Unspecified GS Grade	25	0.1	127	*	0	—	0	—	0	—

BACHELORS DEGREE (NO GRADUATE STUDY)

Total General Schedule (GS)	12,739	100.0	203,274	100.0	1,071	100.0	56	100.0	55	100.0
GS 1-4	663	5.2	10,491	5.2	56	5.2	11	12.8	8	14.5
GS 5-8	2,054	16.1	42,040	20.7	188	17.6	29	33.7	18	32.7
GS 9-11	4,619	36.3	71,814	35.3	234	31.2	31	36.0	25	45.5
GS 12-13	4,349	34.1	64,349	31.7	396	37.0	15	17.4	4	7.3
GS 14-15	1,032	8.1	14,072	6.9	95	8.9	0	—	0	—
GS 16-18	16	0.1	416	0.2	2	.18	0	—	0	—
Unspecified GS Grade	6	*	92	*	0	—	0	—	0	—

GRADUATE STUDY

Total General Schedule (GS)	13,795	100.0	182,982	100.0	1,152	100.0	47	100.0	16	100.0
GS 1-4	214	1.6	2,895	1.6	14	1.2	2	4.3	2	12.5
GS 5-8	825	6.0	13,937	7.6	50	4.3	9	19.1	3	18.8
GS 9-11	3,457	25.1	45,453	24.8	286	24.8	14	29.8	7	43.8
GS 12-13	5,765	41.8	77,933	42.6	527	45.7	15	31.9	4	25.0
GS 14-15	3,414	24.7	40,983	22.4	266	23.1	7	14.9	0	—
GS 16-18	113	0.8	1,719	0.9	9	.7	0	—	0	—
Unspecified GS Grade	7	0.1	62	*	0	—	0	—	0	—

* Less than 0.05 percent

NOTE: Percentages are rounded independently and are not forced to add to totals.

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paired population. Specifically, 275 hard of hearing personnel out of an aggregate population of 1,152 (23.9%) achieved a grade level beyond GS-13, while 275 vision impaired personnel out of an aggregate population of 1,240 (22.2%) performed analogously.

Graphical Analysis

To summarize the salient features, viz:

- The hard of hearing obviously have been the most successful of all the hearing impaired in terms of grade achievement for the minimal educational level, i.e., high school or less. Analysis of Figures A (1-5) clearly shows that the hard of hearing peak at the GS-05 to GS-08 (39.2%), while the deaf with understandable speech (72.8%) and without understandable speech (86.4%) correspondingly peak at GS-01 to GS-04. Further, there is almost no evidence of grade achievement beyond GS-11 for both deaf categories.

- Similar results are evident from Figure B (1-4) for limited educational achievement, i.e., high school (no college). The hard of hearing peak at GS-05 to GS-08 (36.0%), while the deaf with understandable speech (69.7%) and the deaf without understandable speech (79.6%) peak at GS-01 to GS-04. Further, there is little evidence of grade achievement for the deaf with understandable speech (4.5%) and the deaf without understandable speech (5.8%) at GS-09 to GS-11, and almost no evidence of grade achievement for both deaf categories at GS-12 or beyond.
- For average educational levels, college (less than Bachelor's Degree, Figure C (1-4), the hard of hearing peak at GS-09 to GS-11 (30.8%) in contrast to the deaf with understandable speech (49.1%) and the deaf without understandable speech (71.3%) who peak at GS-01

to GS-04. Further, there is a significant percentage of hard of hearing at the GS-09 to GS-11 level (30.3%) and at the GS-12 to GS-13 level (16.2%). For this level of education, there is also some evidence of achievement by the deaf at the GS-09 to GS-11 level as specifically, for 14.7% of the deaf with understandable speech population and for 5.7% of the deaf without understandable speech. Finally, there is even some evidence of achievement of the deaf with understandable speech at the GS-12 to GS-13 level (3.4%).

- For higher educational levels, Bachelor's Degree & no graduate study, Figures D (1-5), the hard of hearing peak at a grade level of GS-12 to GS-13 (37.0%) with some evidence of achievement at the GS-14 and GS-15 level (8.9%). The deaf with understandable speech peak at GS-09 to GS-11 (36.0%) and the deaf without understandable speech also peak at GS-09 to GS-11 (45.5%). Further, there is evidence of job status achievement for both categories at the GS-12 to GS-13 level.
- For superior educational levels, Graduate Study, Figures E (1-5) show that the hard of hearing peak at GS-12 to GS-13 (45.7%), the deaf with understandable speech peak at GS-11 to GS-12 (31.9%), and the deaf without understandable speech peak at GS-09 to GS-11 (43.8%).

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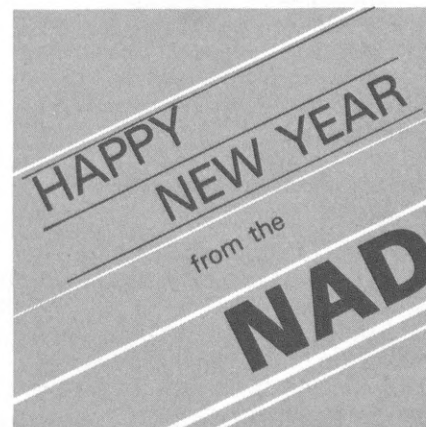


Table G. Distributions by Educational Levels of Employees with Vision Impairments

	HIGH SCHOOL OR LESS				
	TOTAL	NO SIDE VISION	UNABLE TO READ ORD. PRINT	BLIND ONE EYE	BLIND BOTH EYES
TOTAL, GS & Equiv.	2,280	674	329	1,201	76
GS-01 thru 04	761	291	127	299	44
GS-05 thru 08	963	277	132	528	26
GS-09 thru 11	403	84	47	268	4
GS-12 thru 13	138	21	19	96	2
GS-14 thru 15	13	1	3	9	—
TRAINING HIGH SCHOOL (NO COLLEGE)					
TOTAL, GS & Equiv.	930	258	135	505	32
GS-01 thru 04	237	91	37	92	17
GS-05 thru 08	357	101	57	186	13
GS-09 thru 11	243	50	36	156	1
GS-12 thru 13	85	15	3	66	1
GS-14 thru 15	7	1	2	4	—
COLLEGE, LESS THAN BACHELOR'S DEGREE					
TOTAL, GS & Equiv.	1,826	452	236	1,042	96
GS-01 thru 04	424	153	56	169	46
GS-05 thru 08	626	154	100	334	38
GS-09 thru 11	473	91	51	321	10
GS-12 thru 13	250	47	27	174	2
GS-14 thru 15	49	6	2	41	—
GS-16 thru 18	1	—	—	1	—
BACHELOR'S DEGREE, NO GRADUATE STUDY					
TOTAL, GS & Equiv.	1,250	237	151	742	120
GS-01 thru 04	70	24	7	24	15
GS-05 thru 08	299	62	66	96	75
GS-09 thru 11	412	71	29	290	22
GS-12 thru 13	377	61	43	266	7
GS-14 thru 15	89	17	6	65	1
GS-16 thru 18	3	2	—	1	—
GRADUATE STUDY					
TOTAL, GS & Equiv.	1,240	247	130	739	124
GS-01 thru 04	24	7	5	5	7
GS-05 thru 08	107	24	25	32	26
GS-09 thru 11	308	74	35	153	46
GS-12 thru 13	524	107	44	340	33
GS-14 thru 15	268	34	21	202	11
GS-16 thru 18	9	1	—	7	1

In summary:

- The hard of hearing achieve higher grade status than the two deaf categories for all of the delineated educational levels.
- There is some evidence of the favorable impact made by increased education for the deaf with understandable speech; there is far less evidence for the deaf without understandable speech, except for the select segment of personnel who have experienced superior education.

Detailed Analysis by Grade Levels

a. Analysis of Population Distribution by Grade Level for the Hearing and Vision Impaired

Table E portrays a population breakdown of the total GS personnel roster with no handicaps, personnel with reported handicaps (general), the

three categories of hearing impairment, and the four types of vision impairment for each of the GS government ratings. As before, this portion of the exposition will primarily be concerned with the hearing impaired, i.e., the hard of hearing, deaf with understandable speech, and deaf without understandable speech. Although there is a similar detailed breakdown for the vision impaired, no attempt will be made to analyze this population, since the study is fundamentally concerned with an analytical overview of achieved job status for hearing impaired government personnel.

Table E-1 depicts a matrix of similar information found in Table E, except that the data is represented as percentages for total population segments. Similarly, Figure E-1 is a graphic portrayal of the data shown in Table E-1, i.e., GS population levels for personnel with no handicaps, personnel with reported handicaps (general), the hard

of hearing, the deaf with understandable speech, and the deaf without understandable speech.

Figure E-1 portray the same information in a different format, the data as depicted in Table E-1, will be employed for the following analysis because it presents the information in a format that is readily comprehensible. As discussed previously, the data clearly shows that hard of hearing personnel invariably achieve the highest job ratings of the hearing impaired, followed by the deaf with understandable speech and the deaf without understandable speech, in that order. To exemplify:

- All of the ratings from GS-01 through GS-04, without exception, show the highest population percentages for the deaf without understandable speech, followed by the deaf with understandable speech and the hard of hearing, in that order.
- All of the ratings from GS-06 through GS-18 consistently show the highest population percentages for the hard of hearing, followed by the deaf with understandable speech and the deaf without understandable speech, in that order.
- The data portrays that there is a moderate percentage of deaf personnel with understandable speech beyond GS-15. Additionally, the data also shows that there are no deaf personnel without understandable speech beyond GS-13.
- The only rating that provides "inconsistent" data is GS-05. Since GS-05 is a fairly responsible, semi-professional position, it often requires personnel with management and communications skills. Because it is a transition rating, the handicapped personnel achievement profile deviates slightly from the established pattern.

b. Comparative Overview of Population Distribution by Grade Level of Government Employees with No Handicaps

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Section 4.a provided a comparative analysis of grade level accomplishment for the hard of hearing, deaf with understandable speech and deaf without understandable speech. The major conclusions, which have been repetitively reached and appear germane, include: "hearing/communications" is an indispensable prerequisite for success in a government work setting and is generally more significant than education. However, a hearing impaired person with only moderate loss enjoys a higher prognosis for success if he has experienced a superior education.

To reinforce this assertion, i.e., that a person with a moderate hearing loss can succeed in the government structure provided his educational experience base is comprehensive and significant, analysis of the data portrayed on Figure E-2 is essential. Such review reveals that for the populations quantitatively delineated in Table E, the hard of hearing enjoy as much success in achieving comparable job status as personnel with no handicaps and handicapped employees (general).

Conclusions

From this study, it is evident that:

- Auditory disabilities, regardless of their severity, limit job opportunities in the Government (and perhaps in all other work settings)—a limitation that is significantly more profound than for personnel with no handicaps, as well as personnel with handicaps other than hearing loss.
- The deaf, with and without understandable speech are more limited in job opportunities than the hard of hearing regardless of educational achievement.
- Hard of hearing personnel can achieve significant success in a

government work setting provided they enjoy a good and/or superior educational background. There is little difference between non-handicapped population segments and the handicapped population (all handicaps) in government grade level achievement, provided the educational background of both groups are similar. Therefore, it can be concluded that the handicaps are not significant deterrents in government work settings when they are non-auditory in nature.

- Since there is a tremendous distinction in achievement between the hearing, handicapped non-deaf, and the hard of hearing population in contrast to hearing impaired personnel with profound deafness, it is evident that the major problem of the profoundly deaf is a limited or poor communication capability.

Recommendations

There are a variety of psychological,

sociological, and circumstantial variables that impact on job advancement and material success for the hearing impaired. As repetitively stated, the two paramount criteria that directly influence achievement and impact on job status include the ability to effect coherent communications, i.e., a capability to transmit information that is understandable to recipients and, reciprocally, a capacity to "read" speech and understand its subtle nuances; and education that is directed toward the improvement of communications as well as the enhancement of more academically oriented skills. There is a direct correlation between the severity of deafness and communication difficulties. Consequently, moderately hard of hearing people fare better than the deaf with and without understandable speech.

The review shows the interplay of these two variables for personnel with a varying degree of deafness. Since it seems incongruous to believe that education has as little influence on



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material achievement for the hearing impaired as the data dictates, it would be propitious to direct future research towards an examination of alternative mechanisms to enhance the educative process in other than classical directions. This objective is particularly challenging, since those who have severe hearing losses experience great difficulty in almost all currently known educational and training settings, including the wide variety of "on-the-job" environments as well as more academic alternatives such as schools and universities. Therefore, it is imperative to concentrate and focus in on new and alternative techniques that can advance education for those who have auditory handicaps. It is equally important to develop peripheral and ancillary mechanisms to enhance communications. Other viable alternatives that merit consideration include:

- The use of skilled tutors, trained to

educate hearing impaired people on a quasi-personal basis and the concomitant formation of small learning groups that can be conveniently handled for specialized training.

- Development of more sophisticated audio-visual aids and the exploration of other sensory perception alternatives.
- The development of computer aided training programs that are peculiarly pertinent to effect solutions for learning problems for people who have auditory disabilities.
- Systematic effort to educate the "hearing world" in a manner that provides sociological/psychological reinforcement for those with auditory disability.
- The evolution of strategies to develop more mechanisms that effect social academic, and work hybridization of the deaf and hear-

ing in structured settings.

- Systematic development of research effort that culminates in the inception of mechanisms to render speech more coherent and understandable in communal work and learning environments.

The problems associated with the effective assimilation of the hearing impaired into a hearing world are indeed challenging. The road to improvement is winding and difficult to traverse. However, the satisfaction associated with progress is immeasurable, and although it is a herculean task to effect a major improvement the "prize is worth the effort." ■

(David S. Birnbaum is a program analyst with IBM. He holds degrees in math and computer science from Rochester Institute of Technology, Gallaudet College, and Johns Hopkins University.)

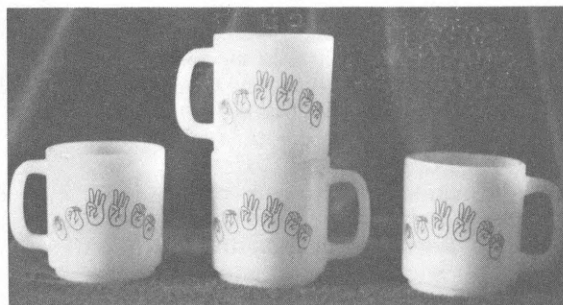
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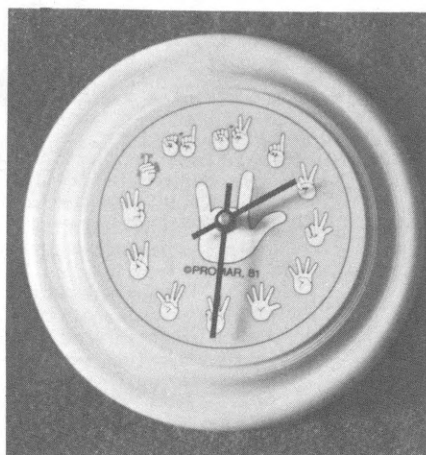
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TESTIMONY ON THE PROPOSED CHANGES IN THE REGULATIONS OF PUBLIC LAW 94-124

SEPTEMBER 16, 1982

by T. Alan Hurwitz

Introduction

My name is T. Alan Hurwitz. I have been congenitally deaf since birth. Both of my parents are deaf. My wife, who is also deaf and I have two hearing-impaired children, a thirteen year old hard of hearing son who is fully mainstreamed and an eight year old profoundly deaf daughter, who is enrolled in a special day program for deaf children. I am appearing before you today on behalf of the National Technical Institute for the Deaf as Associate Dean. Concurrently, I also serve as President of the National Association of the Deaf. The NAD is a national consumer organization representing the hearing handicapped population of the United States: approximately 2 million deaf people and 12 million lesser hearing impaired individuals. Our membership numbers approximately 18,000 individuals including 49 affiliated State Associations of the Deaf.

The National Technical Institute for the Deaf was created by an act of Congress (PL89-36) in 1965 to provide post secondary technical education for the nation's young deaf people to prepare them for successful employment. NTID is also involved in training professional manpower to serve the nation's deaf population and are conducting research into the educational achievement, communications, personal/social, instructional, economic and employment aspects of deafness. Currently, the enrollment at NTID is approximately 1,000 students from all parts of the country. The rubella epidemic that swept the country in 1963-65 increased the incidences of deafness by almost 150%. Because of this phenomenon, it is anticipated that by next year NTID will increase its student population by at least 250 students for the next 5 to 8 years. NTID is located on the campus of Rochester Institute of Technology in Rochester, New York.

In his testimony on PL94-142, Dr. Mervin D. Garretson, past President of

the National Association of the Deaf, stated that during the early 1960's and early 1970's, the Congress enacted a series of significant legislative measures which recognized the unique educational needs of deaf children and adults in our country. These legislations created NTID, the Model Secondary School for the Deaf, and the Kendall Demonstration Elementary School; the latter two schools are located on the campus of Gallaudet College, which was established over 100 years ago by the Congress to provide liberal arts education to the deaf population. In addition, the Elementary and Secondary Education Act incorporates provisions for post secondary educational programming for deaf people at California State University at Northridge, the St. Paul Technical Vocational Institute in Minnesota, Seattle Community College in Washington State, and Delgado College in New Orleans, Louisiana.

All of these legislative mandates, Dr. Garretson stated, have reflected the understanding and sensitivity of Congress to the peculiar communication handicap of deaf people and the need for special programming, if they are indeed to become involved participants in the educational milieu, free from confused guesswork, and similar to that of the handicapped student.

We are reminded by Dr. Albert Pimentel, Executive Director of the NAD, that special education in America has long been commenced with education provisions for deaf children. By and large, deaf people of the United States have enjoyed superior lives because this country has consistently provided appropriate educational opportunities at elementary, secondary, and post secondary levels. This long history of educational benefits has in turn produced contributing deaf citizens who have given their skills and talents back to their communities, contributions worth many times the dollar cost in educating them. The long history

of delivering education to deaf children through a variety of programs has provided a broad base of educational program options. A knowledge of their strengths and weaknesses, Dr. Pimentel stated, provides pointed objective commentary on PL94-142 regulations.

Educational Options

Dr. Pimentel cautions us that good and poor education programming in this country occurs in both special residential schools for the deaf and in regular public schools operated by local education agencies. What is clearly important and essential, particularly for deaf children, is that a continuum, or rather a consortium of educational opportunities be specified in the PL94-142 regulations. The existing law (94-142) so specifies and the new regulations delete this assurance. We oppose this deletion.

Interpreting Services for Deaf Parents of Deaf Children

Approximately 10% of deaf children have deaf parents. Deaf parents of deaf children can participate intelligently and positively in conferences, evaluations, and development of IEP's, only when they can understand what is being communicated. To this end, deaf parents

must be assured that interpreters will be provided. The existing regulations provide that assurance. The proposed regulations leave the determination of the necessity of an interpreter to the Local Educational Agency (LEA). We oppose this.

Related Services

The recent Supreme Court decision on the Amy Rowley case has established a precedent that allows public agencies to decide arbitrarily which related services are needed for the child to receive an appropriate education. The change in the regulations will only serve to amplify restrictions and confusion about the primary purpose of the IEP and placement processes. We oppose the change and strongly recommend that the needs of a particular child in a particular educational setting determine the scope of support services to be provided to the child, rather than basing provision on the cost of the services.

Hearing Aids

The new changes in the regulations propose to remove the requirement that public agencies ensure the proper functioning of hearing aids worn by deaf and hard of hearing children. We oppose the

removal of this requirement. It is a known fact that many public schools and parents are not knowledgeable about the functioning of hearing aids; thus it is necessary that public agencies be required to exercise their responsibility.

Closing

In closing, it is our opinion that PL94-142 is a significant piece of legislation with great potential for handicapped children, given the necessary funding and time to continue the implementation process. However, we are concerned that the proposed changes will not only serve to destroy the Congressional intent to recognize and accommodate the needs of handicapped students, but will also create a substantial confusion and frustration to many disabled children who have the potential to achieve success. We support the position of the International Association of Parents of the Deaf with respect to their analysis of the proposed changes to PL94-142 regulations, as they relate to the rights of children and parents. A copy of the IAPD's analysis and recommendations is submitted for your perusal. Thank you for your attention. ■

(Dr. Hurwitz is the President of the NAD.)

POSITION ANNOUNCEMENT

DEAN, SCHOOL OF PREPARATORY STUDIES

Gallaudet College is a fully accredited, multi-purpose institution of higher education serving the needs of the hearing impaired. Most undergraduate students must complete an academic year program of study which emphasizes English and Mathematics. This long-established program has been reorganized and will be administered through the School of Preparatory Studies which is located on the Northwest Campus of Gallaudet College, located on a separate campus.

The Dean is responsible for administration, supervision, and leadership in the School of Preparatory Studies (SPS). As the chief executive officer of the SPS and the Northwest Campus, the Dean assumes responsibility for the execution of policies, regulations, and professional matters within the unit. The Dean will have substantial contact with students, faculty, and departments and will work with the other Deans and faculty committees that are active recommending academic policies. In addition, the Dean will serve as an ex-officio member of the Gallaudet College Northwest Campus Community Relations Council. The Dean must be qualified to teach at least one course a year within Gallaudet College. The position will report directly to the Vice President for Academic Affairs.

Applicants should possess an earned doctorate from an accredited institution, evidence of academic leadership, and proven teaching skill. Experience and enthusiastic commitment to undergraduate academic programs of educationally disadvantaged groups is required. Applicants should demonstrate the ability to provide insightful leadership and direction to both undergraduate and graduate programs.

The ability to converse in sign language or the willingness to learn is required. Persons who are hearing impaired or possess sign language skills are especially encouraged to apply. Salary is highly competitive; rank in an academic department is negotiable. This position is available on February 1, 1983, or as soon as possible thereafter in the Spring of 1983.

Applications should include a letter of interest, vita, and the names of three references. The deadline for the receipt of applications is January 7, 1983. All material should be directed to:

Ms. Deborah Myers
Secretary, Search Committee (DEAN, SPS)
Office of the Vice President for Academic Affairs
Gallaudet College, Kendall Green
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PRESIDENT

The Board of Trustees of Gallaudet College invites nominations and applications for the position of President, the appointment to be effective on October 1, 1983; however, it is desirable for the President-elect to be available for orientation two to three months prior to this date.

Gallaudet College, the national college for deaf persons, is a private, liberal arts college incorporated in 1864 by an act of Congress. The college responds to several federal laws which authorize and support its programs and services; however, it is not a federal agency and the Board of Trustees is solely responsible for the institution.

The College has four program divisions: The Division of Academic Affairs, which includes the College of Arts and Sciences, School of Communication, School of Education and Human Services, and the Graduate School; the Division of Pre-College Programs (The Model Secondary School for the Deaf, the Kendall Demonstration Ele-

GALLAUDET COLLEGE WASHINGTON, D.C.

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Mr. Alexander E. Patterson, Jr.,
Chairman
Presidential Search Committee
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P.O. Box 2366

mentary School); the Division of Research; and the Division of Public Services.

Candidates for the position should preferably have an earned doctorate and should present evidence of broad and suc-

cessful administrative leadership in education and proven management effectiveness; a commitment to serving individuals with disabilities, in particular, hearing impairments; knowledge of the educational process at all levels; demonstrated skill to obtain, manage, and allocate financial resources; the ability to work effectively with the campus community, the Congress and national and international constituencies; and the experience and personal qualities necessary for the continued development of an institution with

a specialized and critically important mission. Proficiency in or the willingness to learn sign language required.

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Gallaudet College, which offers a liberal arts program for deaf students, plans to open a new residential campus in northwest Washington, D.C. for college preparatory students in the fall of 1983. All faculty and professional staff positions will be appointed to College departments/units in the Division of Academic Affairs.

Tentative faculty and professional staff positions have been identified as follows: Mathematics, English, Physical Education (academic and recreational), Communication Arts, Communication Specialists (audiology and speech), Social Studies, Sign Communication, Library/Information Studies, Science (biology, physics, chemistry), Student Affairs staff: dormitory head residents, counselors (general, personal, academic), director of student affairs at Northwest Campus.

Required: For faculty rank, Assistant Professor, doctoral degree in discipline; for Instructor, master's degree plus proven willingness to pursue studies in a degree program; for professional staff and director of student affairs, master's degree.

Preferred: For faculty, experience in one or more of the following: teaching in one of the above disciplines, teaching English as a secondary language, individualized/remedial/developmental language and mathematics programs. Professional staff: student personnel experience (e.g. counseling, dormitory programs, or student development).

Because of its mission of serving deaf students, individuals who already possess sign language skills or who are deaf (hearing-impaired) are encouraged to apply. Qualified individuals without these skills must be willing to attend an 8-week paid orientation program for training in sign language and fingerspelling.

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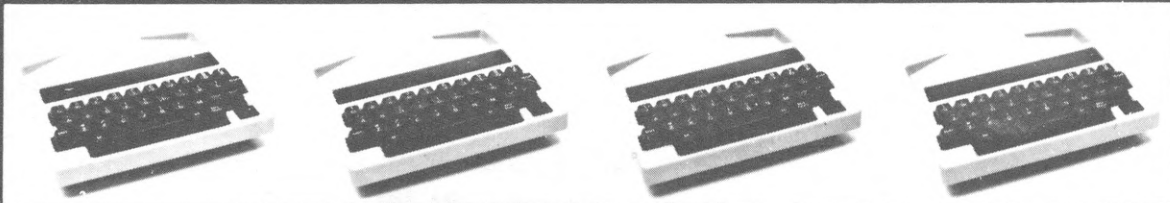
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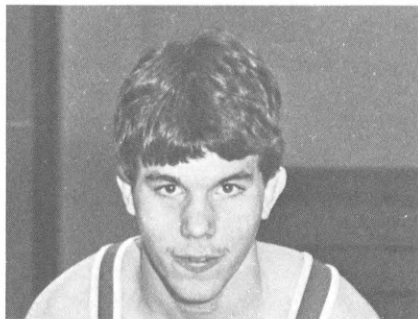
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1982 DEAF PREP SPORTS WRAP-UP

sports

by Art Kruger



1982 DEAF PREP WRESTLER OF THE YEAR—Jack Barron, Jr., of Model Secondary School for the Deaf. During his three-year high school career, he lost only one match, and was champion of Midwest Deaf Prep two years, Iowa State Class A, Eastern Deaf Prep and National Private Schools. Altogether he won 101 matches, and this does not include his winning matches at the World Games for the Deaf at Cologne, West Germany.

Wrestling

On March 5-6, 1982, Coach Marty Willigan took his fine Model Secondary School for the Deaf (MSSD) wrestling team to the 47th National Independent College Preparatory Schools and Academies Wrestling Tournament held at Lehigh University in Bethlehem, Pa. The MSSD Eagles, competing against some 90 highly skilled national prep school teams, came in fifth place.

This was the first time MSSD participated in such a prestigious event. Willigan's boys chalked up a total of 85 points and just missed third place by six points. Blair Academy won the tournament for the second year in a row with 157½ points. Only two other schools for the deaf, Maryland and Lexington, participated in this tourney, but neither finished in the top ten.

Jack Barron, an Iowa School for the Deaf transfer student and "Deaf Olympic" gold medalist, became the first deaf prepster to win a national title in the 130-pound class. Toselli Silvestri took second place in the 142-pound class, and his older brother Todd Silvestri captured third place in the 171 weight category.

Model also picked up seven individual titles enroute to their second consecutive Eastern Schools for the Deaf Athletic Association wrestling championship. Todd Silvestri (170 lbs.), was named the Outstanding Wrestler of the 7th annual ESDAA meet, and his teammates Delvin Arnold (105), Lamont Albritton (119), Ricky Haywood (126), Jack Barron (132), Lenny Visco (145) and Otis Hill (185) were the other MSSD members to earn first place.

MSSD accrued 188½ points, while Pennsylvania, Eastern Champion for five straight years from 1976 to 1980, was second at 122. Maryland finished third with 110½ points. New York, American, New Jersey and Lex-

ington ended the tournament with 107½, 73, 64½, and 48 points respectively. The other individual champions were Ed Crysler (98) from American, Chris von Garrel (115) from Maryland, Mike Maggio (141) from Maryland, Tommy Lipyanic (158) from Pennsylvania and Larry Whittemore (UNL) from American.

Iowa School for the Deaf did it again -- number four in a row -- winning the 5th annual Midwest Invitational with 150½ points from only four individual champions. Other Midwest scores: Illinois 133 points, Wisconsin 126, Indiana 120, Minnesota 92, Maryland 77, and Kansas 45.

Individual Midwest champions were: Kevin Wohler (98 lb.) from Iowa, Kenny White (105) from Iowa, Gary Meyer (112) from Illinois, Rod Barrier (119) from Iowa, Rick Hancock (126) from Indiana, Ron Farlin (132) from Illinois, Mike Maggio (141) from Maryland, Gaylord Mancl (145) from Wisconsin, Todd Ashworth (155) from Iowa, Anthony Metz (167) from Indiana, Joe Curtin (185) from Wisconsin, and Frank Hawk (UNL) from Minnesota.

Jack Barron easily became the 1981-82 Deaf Prep Wrestler of the Year as he was undefeated in 37 matches. With his win in the nationals at Lehigh's Stabler Center, Jack ended his brilliant three-year high school career with 101 wins and only one loss. He is a junior, but is ineligible for high school competition next year as he is now 19 years old.

Praise goes to five wrestling coaches whose teams showed much improvement during the recent season: Bill Ramborger of South Carolina, Larry Vollmar of Riverside, Poland Stetson II of Florida, Tim Balfe of Minnesota and Gary Reiff of Illinois.

MSSD had a 20-5-1 dual meet record; ESDAA championship; runner-up St. Albans Invitational; and 5th place nationals. South Carolina also had an outstanding year with a 26-5-1 mark, including a very close third in the State high school finals. Carl Huger (101 lbs.) placed first in the State finals and was the only other deaf prepster to finish the season with a perfect record -- 22 wins. Alex Holmes (108), James White (135), Charles Hunter (148) and Darren Hackett (158), placed second in the State meet.

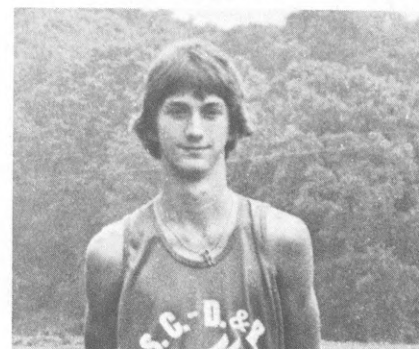
Ed Crysler of the American School for the Deaf lost his chance to become the first deaf boy ever to win a New England Prep School Wrestling Association title on Saturday, March 6, 1982.

An illegal slam in the second period in the championship match before a crowd of 1,000 at the Rockwell Cage on the campus of Massachusetts Institute of Technology was costly for Crysler.

The week before, the 5-foot Crysler, an 18-year-old from Deep River, CT, scored two pins and a decision enroute to retaining his Western New England title. In 1979, Crysler finished third in the Western New England.

He moved up to second in 1980 and won it in 1981 and 1982. He is the first ASD wrestler to win two titles and do it consecutively.

And Ed Crysler is the same ASD Tiger who captured the Eastern deaf prep wrestling championship for the third consecutive time in the 98 lbs. class.



TWO-TIME STATE CHAMPION—Bryant Rapley, junior at South Carolina School for the Deaf, captured his second consecutive state Class A title in cross country. SCSD is one of 15 deaf prep schools known to us having a varsity cross country team. The other schools are Arizona, Louisiana, Kansas, Pennsylvania, Model, South Carolina, St. Mary's, Scranton, Kentucky, Nebraska, New Jersey, Indiana, Fremont and Florida.

Track and Field

Dave Niemuth of Oshkosh North High School was tabbed as the 1982 Deaf Prep Trackman of the Year. He wrapped up his fantastic high school track career by winning his third straight Wisconsin High School discus title and second straight shot put crown at the state Class A meet in Madison last June.

Niemuth participated in two national invitational high school meets, the Golden West Invitational in Sacramento, California and the Keebler International Prep Invitational at North Central College in Neighborville, Illinois.

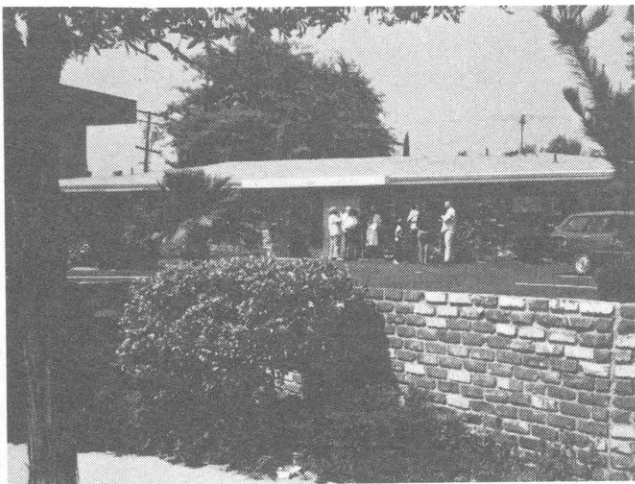
In California, Niemuth hit 197 feet flat to take second place (five feet behind the winner, while in Illinois he tossed 198 feet 9 inches for third in the 12-man discus field.

Niemuth also established a state high school record by heaving the discus 200 feet, 10¾ inches in the Fox Valley Association boys track relays. It is the first time a Wisconsin high school athlete has thrown the discus over 200 feet. And this state mark is also a new national deaf prep record. Niemuth is one of only three high school athletes in the nation who have tossed the discus over 200 feet this year. Jim Banich and Larry Station of Omaha, Nebraska have hit 202-1.

In four years at Oshkosh North, Niemuth has won five State track titles, six sectional titles and six conference titles. He lettered twice in wrestling, three in football and four

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times in track. He has a grade point average of 3.7 and is a member of the national honor society. Last year his classmates elected him prom king. He is enrolling at the University of Wisconsin at Madison as a track and field scholarship student with a major in computer science.

This huge 6-foot-3 250 pound strongman is the same Dave Niemuth who paced a 1-2-3 sweep in the discus for the United States at the "Deaf Olympics at Cologne, West Germany in the summer of 1981. He also won bronze in the shot put.

Niemuth is the first deaf person to be placed on the Adidas All-American High School Track and Field Team. There was an article about this All-American team in the *Scholastic Coach* magazine. Most recently, according to a *Track and Field News* list, Niemuth was named to high school track and field All-American.

Sherrie Jackson, the splendid 5-7, 120 pound sprinter from Mississippi School for the Deaf, won her third straight title in the 200-yard dash in 24.51 for a new State record as well as a new national deaf prep standard.

Jackson, by the way, became the first deaf prepster as well as the first American deaf girl to have run the 100-yard dash in less than 11 seconds. She did it twice during the 1982 season, and her 10.77 is a new American and national deaf prep mark for deaf women.

Jackson's teammate, Jennifer Body, captured the State Class B 120-yard hurdles in 16.5 for a new State record. She was the

most valuable to the MSD track and field team during her senior year.

Lisa Pearson, a WGD competitor from Florida School for the Deaf, won the 100-yard dash in 11.4 in the state Class A finals. Her teammate, Lorraine Crawford, took the state Class A crown in the shotput at 36 feet, 10 1/4 inches.

The girls at Alabama School for the Deaf in Talladega, captured the first ever state championship for ASD, when they won the 1982 Class 1A Girls State Track crown. It is the first time ASD has won the state in any sport. Coach Billie Lewis did an outstanding job with the girls track program, which was restarted 5 years ago. In the past three years the girls finished second in the state, third last year and took all of the marbles this year!

The ASD girls "ran away" with the championship over 14 high schools, taking six first prizes and two seconds.

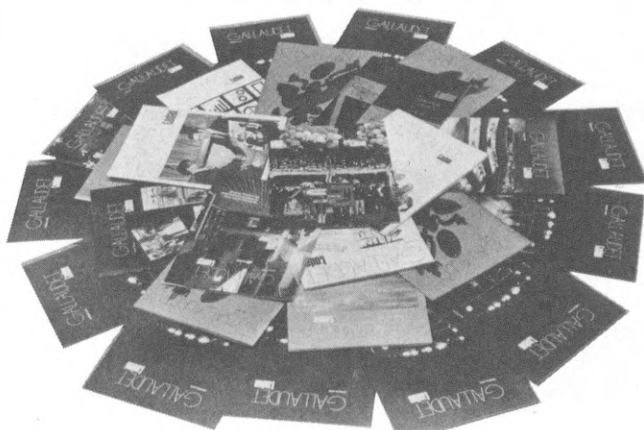
The 440-yard foursome of Cassandra Davis, Fonda Folmar, Sharron Johnson and Barbara Washington established a new state record with a time of 52.02 seconds, breaking the previous mark of 52.09. This marks the third straight year the ASD girls track team has broken a state record.

Fonda Folmar made a first place showing in the 100-yard low hurdles at 17.17. Making the long jump at 16 feet 9 1/2 inches, Barbara Washington also secured a first place spot. Cassandra Davis finished first in the 100-yard dash and 220-yard dash with times of 11.37 and 26.23 respectively. And a time of 4:32.06 was good for a first place spot in



STATE HURDLE CHAMPION—John Smith, senior at Rhode Island School for the Deaf, is shown leading the field to take the state (all classes) 300-meter low hurdles in a very good time of 39.6. He then went to the New England finals, placing third in the 300-meter intermediate hurdles in 40.3.

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the mile relay for Jean Stallworth, Barbara Washington, Sharron Johnson and Noreen Miller. Folmar placed second in the sprint events with times of 11.54 in the 100-yard dash and 26.95 in the 220-yard dash.

John Smith of Rhode Island School for the Deaf was another deaf athlete who earned a share of track spotlight. He roared to an overpowering victory in the 300-meter low hurdles in 39.6 seconds in the Rhode Island Interscholastic League track championships at Brown University Stadium.

And Frank Sladek produced his last state champion in Dwayne Prudholm who won the state Class C crown in the 800-meter run in 2:05.6.

Sladek, coach of several sports at Arizona School for the Deaf in Tucson since 1951, has announced his retirement from coaching. He remains at the school as an instructor of sciences. He was coach of track and field teams at ASD for 30 years, in which time he coached the school to 13 conference championships as well as being runner-up another 10 times. His teams were state champs four times and runner-up another five. He also was eight-man football coach from 1959-66, basketball coach from 1951-64, baseball coach in 1954 and cross-country coach in 1968. Sladek, who went to Gallaudet College and California School for the Deaf at Berkeley, has influenced the lives of literally hundreds of deaf students and adults.

FINAL POINT SCORES

GIRLS

MISSISSIPPI	78
FREMONT	52
ALABAMA	49 3/4
FLORIDA	48 1/4
GEORGIA	35
MODEL	31
SOUTH CAROLINA	39 1/4
KANSAS	24
MARYLAND	19
COLORADO	16
MICHIGAN	16
INDIANA	15 3/4
RIVERSIDE	14
NEW JERSEY	10
OREGON	6
NORTH CAROLINA	5
ST. MARY'S	4
NEBRASKA	4
TENNESSEE	3
MISSOURI	2
ARIZONA	2

BOYS

FLORIDA	.83 1/10
ILLINOIS	.73 1/5
TEXAS	.49
KANSAS	.35
MISSISSIPPI	.34 1/2
NEW YORK	.29 1/5
PENNSYLVANIA	.24
SOUTH CAROLINA	.24
FREMONT	.21 2/5
INDIANA	.21 1/5
WASHINGTON	.29
NEBRASKA	.19
RHODE ISLAND	.16
NEW JERSEY	.15
NORTH CAROLINA	.13
EASTERN N.C.	.12 1/5
RIVERSIDE	.11 2/5
COLORADO	.10
OREGON	.10
ARIZONA	.8
ST. MARY'S	.7
VIRGINIA	.6 2/5
TENNESSEE	.6 2/5
WISCONSIN	.6
LOUISIANA	.6
IOWA	.4
IDAHO	.1
MICHIGAN	.1
NORTH DAKOTA	.1

Mississippi School for the Deaf repeated as National Mythical Girls Deaf Prep Track and Field Champion, and California School for the Deaf at Fremont was runner-up in this 16th annual edition. Among the boys, Florida School for the Deaf dethroned Virginia School for the Deaf as national mythical champion in the 40th annual meet. Both Florida and Virginia were co-champions in 1980.

Kansas under a new coach, Charles Marsh, won 10 of 18 events to take its second consecutive team title in the Midwest Deaf Relays.

New Jersey also repeated as champion of the Eastern Deaf Prep track and field meet in the 19th annual meet held at Rome, N.Y. As for girls, Model finally dethroned Maryland as winner of the Eastern meet.

There was a tri-state meet held at Baton Rouge, Louisiana, for both boys and girls, but cold, rainy weather cancelled the meet. Texas was leading in the boys events, while Mississippi was ahead in the girls meet.

Swimming

Jeff Float of Sacramento, California, a senior at University of Southern California (USC), became the first deaf athlete to win a NCAA title in any sport.

At the 59th annual NCAA Division I Men's Swimming Championships (short course) in Brown Deer, Wisconsin, March 25-27, 1982, Jeff Float upset American record holder Jesse Vassallo, a sophomore at Miami University in the 400-yard individual medley.

In his next-to-last shot at the individual collegiate glory (he would swim the 200-yard fly the following night), Float came from seven-tenths back after the breaststroke leg to crush Vassallo in the freestyle and became the second man to break 3:50 in the event. He won at 3:49.00. Vassallo, the defending champion, and holder of American, U.S. Open and NCAA records in the 400 IM in 3:48.16, was second at 3:50.47.

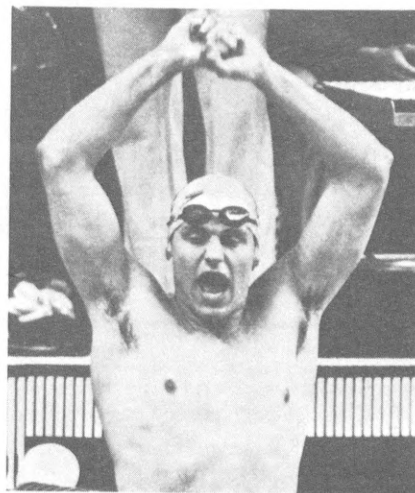
"It's been kind of a duel between us in the IM," he said afterward. "We all have good days and bad days," he added, the implication being that of the two, Float was having the better day.

No one else was even in the race after the first 50 yards. Float led after the fly, not surprisingly, but -- surprisingly -- he still led after the backstroke. Vassallo won the World Championship title in the 200 back and is no dorsal slouch.

Neither, it would seem, is Float. Vassallo pulled away slightly during the breaststroke, but seemed to be struggling. He split only 54.17 on the freestyle to Float's 52.00.

On the first day of the NCAA meet, Float placed third in the 500-yard freestyle in 4:20.08. On the third day, Float was second in the 200-yard butterfly in 1:45.81, while Craig Beardsley, senior at University of Florida and American, U.S. Open and NCAA record holder as well as NCAA defending champion, took this event in 1:44.10 for a new record.

Jeff Float also won another gold metal during the 1982 year when he participated in IV World Swimming Championships at Guayaquil, Ecuador, August 1-7, 1982. He



JEFF FLOAT—Here he gapes after he upset Jesse Vassallo in the 400-yard Individual Medley at the 1982 NCAA Swim Meet. He, by the way, finally became the first deaf to win an NCAA title in any sport.

competed in only one event, the 800-meter freestyle relay. The USA foursome consisting of himself of Arden Hills, Rich Saegar of Mission Viejo, Kyle Miller of Florida Aquatic and Rowdy Gaines of War Eagles won this event for the U.S. in 7:21.09. ■

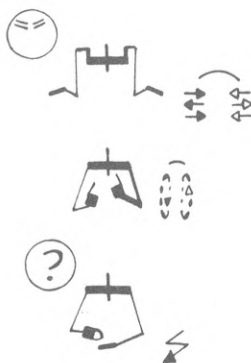
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1981 NATIONAL INDIVIDUAL DEAF PREP TRACK AND FIELD CHAMPIONS

BOYS

100 meters -- Tracy Robinson, Riverside, 10.9
200 meters -- Jeff Brown, Illinois, 22.7
400 meters -- Kevin Smith, Illinois, 50.9
800 meters -- Darryl Loton, Nebraska, 2:05.0
1600 meters -- Andre Bryant, Florida, 4:32.2
3200 meters -- David Hill, Florida, 10:12.1
110 meter Hurdles -- Manuel Hutchinson, Florida, 15.1
300 meter Int. Hurdles -- Donald Lehnerz, Colorado, 40.02

High Jump -- Jeff Brown, Illinois, 6-6½
Long Jump -- Lefty Brown, Texas, 21-7
Triple Jump -- John Theus, Kansas, 42-4½
Pole Vault -- Mike McDaniel, Oregon, 11-9
Shot Put -- Dave Niemuth, Oshkosh North H.S. (Wisc.), 59-11

Discus -- Dave Niemuth, Oshkosh North H.S. (Wisc.) 200-10½ (New National Deaf Prep Record)

Javelin -- Joe Cox, Washington, 154-0

400 meter Relay -- Texas (Earl Dickens, Gary Mitchell, Byron Hunt, James King), 43.58

800 meter Relay -- Mississippi (Johnny Gibbs, Steve McNeese, DeGentry Young, Eugene Boone), 1:32.5

1600 meter Relay -- Florida (Doug Rice, Manuel Hutchinson, Mike Black, Arthur Jones), 3:23.6

3200 meter Relay -- Florida (Andre Bryant, David Hill, Jeff Anderson, Leon Johnson), 8:45.2

GIRLS

100 meters -- Sherrie Jackson, Mississippi, 11.67
200 meters -- Sherrie Jackson, Mississippi, 24.4
400 meters -- Tracy Quinn, South Carolina, 60.05
800 meters -- Anne Baer, Fremont, 2:34.9
1600 meters -- Hazel Turner, Model, 5:36.0
3200 meters -- Tamara Gaudet, Fremont, 12:47.9
100 meter Hurdles -- Jennifer Body, Mississippi, 15.1
300 meter Hurdles -- Jeannette Richardson, Florida, 51.8

High Jump -- Aloua Keith, Georgia, 5-1
Long Jump -- Sherrie Jackson, Mississippi, 17-2½
Shot Put -- Lorraine Crawford, Florida, 36-10½
Discus -- Marianne Belsky, Michigan, 101-3

400 meter Relay -- Mississippi (Debra Wilson, Lynn Hill, Jennifer Body, Sherrie Jackson), 48.2

800 meter Relay -- Mississippi (same runners as above), 1:50.3

1600 meter Relay -- Georgia (Gail Bragg, Susan Johnson, Denna Johnson, Jeanette Sanks), 4:16.1

DEAF PREP ALL-AMERICAN WRESTLING TEAMS

(For various reasons we were unable to submit All-American team last year, so here-with are such teams for 1981 and 1982.)

1981 (4th Annual)

Weight (lbs.)	Name and School	Class	Season Record
98	Duane Meyer, Iowa	Sr.	25-2-0
105	Robert Wells, Ill.	Sr.	22-5-0
112	Bradley Martin, Pa.	Sr.	25-1-0
119	Tom Buckingham, Pa.	Sr.	19-5-0
126	Jack Barron, Jr., Iowa	Soph.	31-1-0
132	Mike Maggio, Md.	Frosh.	12-0-0
138	Leroy Green, Iowa	Sr.	24-4-0
145	Daryl Whiteside, Iowa	Sr.	28-3-0
155	Mike Estrada, Pa.	Sr.	20-4-0
167	Gregory Watkins, Lex.	Jr.	23-0-0
185	Bob Mansell, Ill.	Sr.	33-1-0
UNL	Tom Schlottthauer, Jr., Wisconsin	Sr.	27-0-0

SPECIAL MENTION: Ed Cryslar, 98 lb., American, 17-1-1; Ricky Haywood, 126 lb., Model, 20-5-1; Darrett Whiteside, 132 lb., Iowa, 28-3-0; Toselli Silvestri, 132 lb., Model, 20-2-0; Vincent Skrezyna, 132 lb., Illinois, 20-9; Lenny Visco, 138 lb., Model, 20-4-0; David Dean, 138 lb., Illinois, 22-8-0; Ben Williams, 145 lb., South Carolina, 18-4-0; Glenn Turner, 145 lb., Model, 19-2-0; Chris Schott, 155 lb., Model, 21-4-0; Todd Silvestri, 167 lb., Model, 21-2-0; Steve McLeod, 167 lb., Illinois, 21-6-1; Steve Brown, 145 lb., Illinois, 22-8; David Green,

185 lb., American, 15-4-0; Tom Gonzales, UNL, Arizona, 16-3-0; and Ronnie Ruffin, UNL, Florida, 13-3-0.

Duane Meyer, Jack Barron, Leroy Green, Darrett Whiteside, and Daryl Whiteside made the State Class A finals with Green, Barron, and Whiteside placing 2nd, 3rd and 5th in their weight class respectively. Mansell was second in State Class A finals. Schlottthauer became the first athlete from Wisconsin School for the Deaf to win a state Class C championship and he had a glossy 78-7-0 career record with 63 pins. And Gonzales was 3rd in the state finals.

1982 (5th Annual)

98	Carl Huger, S.C.	Jr.	22-0-0
	Ed Cryslar, American	Jr.	18-1-0
105	Kenny White, Iowa	Jr.	20-4-0
	Delvin Arnold, Model	Jr.	21-7-0
112	Gary Meyer, Ill.	Soph.	13-4-1
119	Rod Barrier, Iowa	Jr.	26-3-0
	Lamont Albritton, Model	Jr.	24-4-1
126	Rick Hancock, Indiana	Soph.	18-2-0
	Ricky Haywood, Model	Soph.	24-5-0
	Charles Hammack, Ill.	Frosh.	21-6-1
132	Jack Barron, Jr., Model	Sr.	37-0-0
	Ron Farlin, Ill.	Soph.	23-4-0
138	Mike Maggio, Md.	Soph.	14-3-1
	Toselli Silvestri, Model	Soph.	24-6-0
	David Dean, Ill.	Sr.	27-5-0
145	Lenny Visco, Model	Sr.	23-2-1
155	Darren Hackett, S.C.	Jr.	22-2-0
167	Todd Silvestri, Model	Sr.	28-1-1
185	Ricky Cooper, Fla.	Jr.	29-4-0
	Mark Burciago, Colo.	Soph.	25-4-0
UNL	Richard Belcher, Fla.	Soph.	23-5-0

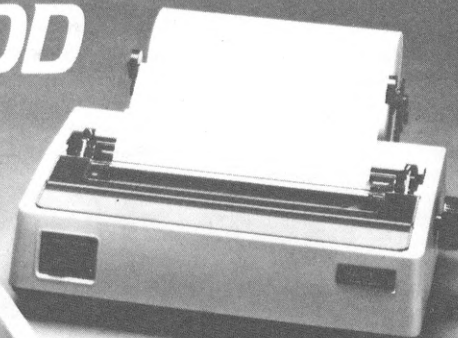
SPECIAL MENTION: Chris Von Garrel, 112 lb., Maryland, 15-5-0; Mario Chavis, 105 lb., Virginia, 17-5-0; Jose Hernandez, 126 lb., New Jersey, 14-4 (4-year career record 74-17-3); Jessie Arellano, 98 lb., Colorado, 18-4; Calvin Beery, 132 lb., Colorado, 14-5; Alex Holmes, 105 lb., South Carolina, 17-5; James White, 138 lb., South Carolina, 19-3-1; Carlos Ramirez, 119 lb., Florida, 21-6-0; Ronnie Ruffin, UNL, Florida, 16-5-0; Mike Epperson, 105 lb., Riverside, 10-1-0; Mike Westbrook, 145 lb., Riverside, 9-1-0, and Anthony Metz, 155 lb., Indiana, 18-5-0.

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Central Asylum For The Deaf

1823-1836 CANAJOHARIE, NEW YORK

This article is the first in a series of five based on early student records of some of the oldest schools for the deaf in the United States. In addition to Central Asylum (1823-1836), the series includes the American School for the Deaf, Hartford, CT (1817-1850); the New York School for the Deaf, New York City (1818-1850); Kentucky School for the Deaf, Danville, KY (1823-1850), and the Ohio School for the Deaf, Columbus, OH (1829-1850).

Prior to 1850, censuses did not enumerate all members of a family; therefore, students named in these records may not easily be found in other sources.

Marilyn B. Penrose has been a Certified Genealogist for over 17 years. She is the author of five books on history/genealogy, and related articles in journals. She has also written for the *Deaf Spectrum* and the *Silent Jerseyite*, as well as *The Deaf American*.

by Marilyn B. Penrose, C.G.

In 1823, certain residents of Montgomery, Otsego and Schoharie Counties presented a petition to the New York State Legislature requesting aid in "forming an institution for the purpose of affording the necessary means of instruction to the deaf and also to provide for the support and maintenance of those in that condition, whose parents are unable to maintain them during the course of tuition, on the plan of the New-York [City] institution for the instruction of the deaf." The petitioners further proposed that the school be located "at or near the house of Robert Bowman, Esquire, in the said town of Canajoharie, which is nearly equidistant from the court-house of Schoharie in the third senatorial district, of Montgomery in the fourth, of Herkimer in the fifth, and Otsego in the sixth senatorial district." On April 19, 1823, the legislature passed an Act to incorporate "The Central Asylum for the Instruction of the Deaf," thereby making this

the fourth school for the deaf in the United States.

The Central Asylum, created mainly through the efforts of Robert Bowman (three of his seven children were deaf), was established on his farm near Buel, in Canajoharie, Montgomery County. Robert Bowman had been appointed a Justice of the Peace for Montgomery County, New York and held this position from 1815 to 1823. He was married in 1797 to his first cousin, Catherine Flint (Robert's father, John Bowman, was the brother of Catherine's mother, Susanna Bowman).

The course of the instruction for the Central Asylum was modeled after that of the first free American school for the deaf (begun in 1817) in Hartford, Connecticut. Officers and directors elected in the same year were: James O. Morse, president; Noah Dodge, vice-president; Robert Bowman, treasurer; Phineas Randall, secretary; Seth Wetmore, Sylvester Kimbald, William

I. Dodge, James S. Campbell, Oliver Judd, John Smith, William Beekman, Elijah Pensons, Henry Hamilton, George H. Feeter, and Michael Hoffman.

During the thirteen years that the school was in existence more than one hundred deaf, between the ages of nine and twenty-seven years, were enrolled for a five-year period of instruction.

On May 26, 1836, following a series of reports on the excessive cost of maintaining two schools in New York State, the legislature authorized "the directors of the Central Asylum for the Deaf, to dispose of the property of said institution" and to transfer the pupils "to the institution in the city of New York."

In the following catalogue of students, an (a) has been placed by the names of those who attended both schools, a (b) next to those with more than one deaf relation, and a (c) next to those with more than one deaf in the family.

Admitted	Name	Town	County	Admitted	Name	Town	County
1821				(b,c)	Solomon Garlock	Canajoharie	Montgomery
(a,b,c)	Elisha Bowman	Canajoharie	Montgomery	(c)	Roxana E. Phillips	Bristol	Ontario
(a)	Rensselaer Brigham	Albany	Albany	(c)	Clarissa E. Phillips	Bristol	Ontario
1823					Marcia Bartlett	Broadalbin	Montgomery
(a)	George W. Campbell	Cherry Valley	Otsego		Andros Baldwin	Camden	Oneida
(b,c)	Polly Flint	Canajoharie	Montgomery	(a)	Lavinia M. Jewell	Greenwich	Washington
	Sally Burt	Canajoharie	Montgomery		Louisa Kelsey	Middleburgh	Schoharie
	Catharine Thompson	Maryland	Otsego	1826			
(a)	Mary Scranton	Schoharie	Schoharie		Anna Myre	M'Connellsville	Oneida
	Michael Teller	Sharon	Schoharie		Nancy Phillips	Johnstown	Montgomery
	Mary Timmerman	Manheim	Herkimer		Silas Banzier	Knox	Albany
	John T. S. Hansen	Albany	Albany		Clorinda Harrison	Palmyra	Wayne
	Elijah Bristol	Manchester	Ontario		Erimanta Harrison	Palmyra	Wayne
	John Smith	Canajoharie	Montgomery		Peter Titus	-----	Schoharie
1824					Margaret Fink	Blenheim	Schoharie
	Frederick Fox	Canajoharie	Montgomery		Isaac Vandenberg	-----	Saratoga
(c)	Franklin Scovell	Williamson	Wayne		Jane Van Wickle	Almond	Allegany
(c)	Laura Scovell	Williamson	Wayne	1827			
(c)	Aaron McGraw	Bern	Albany		Orpha Lyman	Kirkland	Oneida
	Ponesta Hitchcock	New Lison	Otsego		Betsey Swain	Royalton	Niagara
	Tharsey Russell	Vienna	Oneida		Russell Swain	Royalton	Niagara
(a)	Stewart W. Speir	Ballston	Saratoga		Emeline Beckwith	Exeter	Otsego
	Charles Dutton	Middleburg	Schoharie	(a)	Catharine P. Ellarson	Gilboa	Schoharie
	Cortney Gridley	-----	Saratoga		Ira Marvin	Charlton	Saratoga
	Nelson Cook	Springfield	Otsego		Rebecca Palmer	Rome	Oneida
1825				(b)	Mary Flint	Vernon	Oneida
	Ira C. Seelye	Worcester	Otsego		Israel Bacon	Lockport	Niagara
(b)	Sally Flint	Cherry Valley	Otsego	(a)	Charity Decker	Prattsville	Greene
(b)	Eldert Lansing	Watervliet	Albany	1828			
(a,b,c)	G. J. Vandenberg	Watervliet	Albany		Almira Betts	Providence	Saratoga
(a)	Isabella Gow	Argyle	Washington		Louisa Ann Moore	Lyons	Wayne
(a)	Eleanor Reid	Argyle	Washington	(a)	Lovinus B. Taylor	Hobart	Delaware
(a)	George C. Clark	Auburn	Cayuga	(a)	Erastus H. Brewster	Chemung	Chemung
	Mary Holt	Herkimer	Herkimer	1829			
	Samuel B. Wyckoff	Blenheim	Schoharie	(a,c)	Jacob La Grange	Bethlehem	Albany
	John Cramer	Canajoharie	Montgomery		Charles H. Peck	Columbia	Herkimer

Admitted	Name	Town	County
(b,c)	Maria Garlock	Canajoharie	Montgomery
(b,c)	Maria Guile	Oppenheim	Montgomery
1830			
	Susan Hale	Johnstown	Montgomery
	Peter Siver	Guilderland	Albany
	William Phinney	Champlain	Clinton
	George Steele	Mooers	Clinton
(a,c)	Susannah La Grange	Bethlehem	Albany
(c)	Maria La Grange	Bethlehem	Albany
(a)	Aaron W. Hedden	Newark	Wayne
1831			
(a)	Ira W. Lewis	Preston	Chenango
	William R. Martin	Whitesboro	Oneida
	Elizabeth Martin	Albany	Albany
1832			
	Catharine Fonda	Mayfield	Montgomery
(b,c)	Sarah Guile	Oppenheim	Montgomery
(b)	Henry Lansing	Glen	Montgomery
(a)	De Witt B. Holden	Livonia	Livingston
(b)	Ellen Martin	Albany	Albany
	Mary Ann Williamson	Warren	Herkimer
(a)	Jane Buck	Penn-Yan	Yates
(c)	Eliza Alkenbrach	Charleston	Montgomery
1833			
	Abraham Conklin	Coeymans	Albany
(c)	Frances Genet	Albany	Albany
	Catharine White	Plattsburgh	Clinton
	William Varino	Plattsburgh	Clinton
(c)	Joseph H. Perrigo	Albany	Albany
	Martha Sweet	Moreau	Saratoga
	James A. Watterson	Vernon	Oneida
	Sarah E. Griswold	Utica	Oneida
	Charlotte A. Reed	Sodus	Wayne
(c)	Isaac Garrett	Williamson	Wayne
	Cornelius H. Reynolds	Belfast	Allegany
1834			
(a,c)	Joanna Perrigo	Albany	Albany
(a,b,c)	Isaac L. Vandenberg	Watervliet	Albany
	Katholine Snyder	Schoharie	Schoharie

Admitted	Name	Town	County
1835			
	Mary Thurstin	Columbia	Herkimer
1836			
(a,c)	Albert F. Covert	Potter	Yates
(a,c)	Sarah E. Covert	Potter	Yates
(a,c)	James E. Covert	Potter	Yates
(a,b)	Jonathan B. Davis	Providence	Saratoga
(a)	Livy L. Waste	Greenfield	Saratoga
(a,c)	Daniel Cahoon	Plainfield	Otsego
(a)	Henry B. Crandall	Watervliet	Albany
(a)	Daniel Bush	Minden	Montgomery
(a)	Franklin Campbell	Bern	Albany
(a,c)	Sally Ann Enos	Oneotona	Otsego
(a,c)	Amariah S. Enos	Oneonta	Otsego
(a)	Mary Ann Baker	Otsego	Otsego
(a)	Dinah Tuttle	Seneca	Ontario
(a)	Corintha O. Burdick	Bennington	Genesee
(a)	Emily Spafford	Bergen	Genesee
(a)	Jane M. Bennett	Attica	Genesee
(a)	John A. Mills	LeRoy	Genesee
(a,c)	Delia Lighthall	Minden	Montgomery
(a,c)	Sally Lighthall	Minden	Montgomery
(a,c)	Gertrude Lettis	Root	Montgomery
(a,c)	Mary Pangburn	Canajoharie	Montgomery
(a)	Laura Ann Kennedy	Ellisburgh	Jefferson
(a)	George Burchard	Watertown	Jefferson
(a,c)	Huldah Cahoon	Plainfield	Otsego

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- 1) THE REVISED STATUTES OF THE STATE OF NEW YORK. (Albany, N.Y., 1836) Vol. III:196-199, 380.
- 2) SIXTEENTH ANNUAL REPORT OF THE DIRECTORS OF THE NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB TO THE LEGISLATURE OF THE STATE OF NEW YORK. (New York, N.Y., 1835), Appendix: 69-71.
- 3) *Ibid.* SEVENTEENTH ANNUAL REPORT. Appendix: 48-53.
- 4) *Ibid.* EIGHTEENTH ANNUAL REPORT. Appendix: 87-95.
- 5) Penrose, Maryly B., BAUMANN/BOWMAN FAMILY OF THE MOHAWK, SUSQUEHANNA & NIAGARA RIVERS. (Franklin Park, N.J., 1977.) ■

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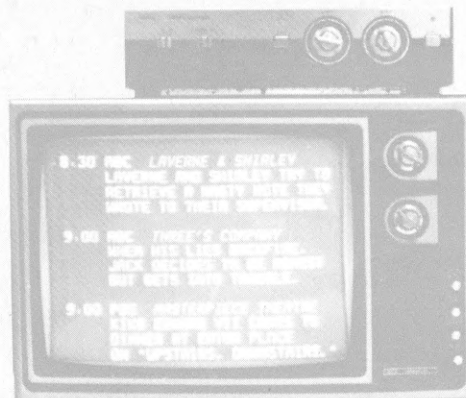
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